DOCUMENT RESUME

ED 095 248 UD 014 520

AUTHOR	Stier, Susan
TITLE	Middle Schools in Perspective.
INSTITUTION	Seattle Public Schools, Wash.
PUB DATE	73
NOTE	168p.
AVAILABLE FROM	Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109 (Price not quoted)
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	Curriculum Development; *Educational History; Educational Objectives; *Educational Planning; Individualized Instruction; *Middle Schools; Models; *Program Evaluation; School Districts; School Integration; School Organization; Staff Improvement; Urban Schools
IDENTIFIERS	*Washington

ABSTRACT

This report is divided into five major components. Part 1 contains a brief description of middle schools as they have developed throughout the U.S. since the beginning of this century. Part 2 reviews the history of middle schools as they have evolved in the Seattle School District. Emphasis is placed on the role that the district's mandatory and voluntary desegregation program, as well as the introduction of commercialized learning units as part of an individualized curricular approach, played in the evolution of the middle school idea in Seattle. In Part 3, the original planning toward the middle schools is described in terms of a "prototype middle school model." The five areas covered by this planning document (student progress, curriculum development, staff development, and internal and external organization) provide a conceptual framework for discussing the 1971-72 and 1972-73 middle school evaluation results. Part 4 includes the goals agreed on for evaluating middle schools during the 1971-72 school year and the results obtained from this evaluation. Part 5 follows with a discussion of the 1972-73 middle school goals agreed on for evaluation and the accompanying evaluation results. Thirteen appendixes, containing supporting data for the report, have been included. (Author/JM)

ED 095248

BEST COPY AVAILABLE

SEATTLE PUBLIC SCHOOLS
Administrative and Service Center
815 Fourth Avenue North
Seattle, Washington 98109

BEST COPY AVAILABLE

MIDDLE SCHOOLS IN PERSPECTIVE

Mary Carson, Director
Planning, Research, and Evaluation

Mike Hanegan, Coordinator
Research/Management Information Services

Prepared by:

Susan Stier, Specialist
Research/Management Information Studies

Technical Staff:
Henry Reed, Supervisor
Instructional Program Evaluation

Delmar Nordquist
Planner-Evaluator

BEST COPY AVAILABLE

1973

UD 014520

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ACKNOWLEDGEMENTS

Many people contributed to the content of this report. The documents that were included represent the efforts of numerous Seattle School District teachers, administrators and parents whose contributions to and involvement in middle schools have resulted in an incredible amount of valuable information on the subject.

Of special note are the following individuals who contributed, either directly or indirectly, to major segments of the report:

Constantine Angelos
Education Editor, The Seattle Times

SEATTLE PUBLIC SCHOOLS

Delmar Nordquist
Planner-Evaluator

Jim Grob
Program Manager
Title VII, Basic Skills Component

Hal Reasby
Deputy Superintendent

Henry Reed
Supervisor
Instructional Program Evaluation

Perry Wilkins
Area Administrator

Middle School Principals and Planners

TABLE OF CONTENTS

		Page
INTRODUCTION		
PART I -	MIDDLE SCHOOLS: A DESCRIPTION	1 - 4
PART II -	HISTORY OF THE MIDDLE SCHOOLS	5 - 21
PART III -	PROTOTYPE OF A MIDDLE SCHOOL MODEL	22 - 32
PART IV -	MIDDLE SCHOOL EVALUATION 1971-72	33 - 51
PART V -	MIDDLE SCHOOL EVALUATION 1972-73	52 - 72

Appendices

A - Middle Schools Absence and Tardy Rates, 1972

B - Percentages of Students Showing Gains, No Change or Declines in Stanine Scores from 1971 (Pre-Test) to 1972 (Post-Test) by Subject of Metropolitan Achievement Test

C1 - Professional Staff Final Evaluation Questionnaire, 1971-72 Administrators' Form

C2 - Middle Schools Professional Staff Final Evaluation Questionnaire, 1971-72 Teachers' Form

D - Middle Schools Student Opinion Survey Seattle Public Schools 1972-73

E - Monthly Tally of Students in Club and Social Activities by Ethnic Groups; White, Black, Asian and Other, 1972-73

F - 1972-73 Summary of Attendance for All Middle Schools and A Comparison of Absence Rates 1972-72 and 1972-73

G - Metropolitan Achievement Test Scores 1972-73, Tables I - XIV

H - Number of Teachers Using (Or Not Using) Packets in Language Arts, Social Studies and Science

I - Individualization in the Middle Schools

J - Observation Scale Used to Evaluate Selected Middle School, Junior High School Teachers, 1972

K - Middle School Staff Development Tally 1972-73

L1 - Middle Schools Administrative Final Evaluation Questionnaire 1972-73

L2 - Middle Schools Instructional Final Evaluation 1972-73

M - Teacher/Counselor Survey 1973

INTRODUCTION

Middle schools have been in operation in the Seattle School District since 1970. Additionally, many ideas associated with middle schools; such as, individualized learning units, team teaching, and continuous progress, have been introduced in varying degrees in a number of non-middle schools throughout the Seattle School District. In response to these developments, administrators, teachers, and parents have recently been asking the question, "Where do we go from here?"

To respond to this concern, it is necessary to pause for a moment and review the primary activities associated with middle schools during the 1971-72 and 1972-73 school years, as well as the critical events influencing the implementation of the middle school idea in the Seattle School District.

The report that follows is divided into five major components. Part I contains a brief description of middle schools as they have developed throughout the United States since the beginning of this century. Part II will review the history of middle schools as they have evolved in the Seattle School District. Emphasis will be placed on the role that the District's mandatory and voluntary desegregation program, as well as the introduction of commercialized learning units as part of an individualized curricular approach, played in the evolution of the middle school idea in Seattle.

In Part III, the original planning toward the middle schools by the Department of Planning and Evaluation, as set forth in the document Middle Schools: A Planning Folder for Seattle Public Schools (March, 1971), will be described in terms of a "prototype middle school model." The five areas covered by this planning document (student progress, curriculum development, staff development, and internal and external organization) provide a conceptual framework that is referred to in discussing the 1971-72 and 1972-73 middle school evaluation results that follow.

Part IV includes the goals agreed upon for evaluating middle schools during the 1971-72 school year and the results obtained from this evaluation. Part V follows with a discussion of the 1972-73 middle school goals agreed upon for evaluation and the accompanying evaluation results. Metropolitan Test scores for middle school students for both years are included in the analysis. Additionally, a brief discussion of significant trends in middle schools from 1971-72 to 1972-73 has been incorporated into Part V.

Thirteen appendices, containing supporting data for the report have been included at the end.

Only the four middle schools involved in the District's Phase I desegregation plan (Eckstein, Hamilton, Wilson, Meany-Madrona) are included in the evaluation analysis of this report. This is partially a result of the fact that a separate middle school administration was established to oversee events associated with desegregation that did not include South Shore. South Shore Middle School is being studied independently.

It is hoped that the following report, in presenting information regarding the implementation of the middle school idea in the Seattle School District, will assist administrators, teachers, parents, and students in their decisions regarding the direction of middle schools in the future.

PART I - MIDDLE SCHOOLS: A DESCRIPTION

The development of the middle school concept in the past twenty years represents a movement away from the traditional junior high school toward the establishment of schools specifically designed to serve the needs of students in grades 5 or 6 through 8.

The establishment of junior high schools resulted from a 6-3-3 grade reorganization that became popular in this country following the turn of the century.[1] The first junior highs began to emerge in Columbus, Ohio and Berkeley, California around 1910.[2] The first junior highs to be introduced into the Seattle School District were Alexander Hamilton and John Marshall in 1927. Prior to this change to junior highs, many school districts were organized along an 8-4 grade configuration, consisting of the elementary grades (1-8) and a secondary level (grades 9-12). Some of the arguments cited for the change to a 6-3-3 grade organization were:

- Since elementary and secondary schools differed greatly in organization, subject matter emphasis, and philosophy, there was a need to establish a school that could bridge the gap between these two levels, thereby alleviating many of the transitional problems experienced by the "middle" age group students in a K-12 continuum.

- Colleges were considering admitting students at an earlier age; hence, it would be necessary to provide such students with an earlier secondary education.[3]

- Many students did not continue their education beyond the eighth grade; therefore adding grade 9 to the upper elementary grades would increase the holding power of schools for this age group.[4]

- The social, educational, and vocational needs of students that would be served by junior highs differed from the needs of younger elementary students and older high school students; therefore, separate schools that would focus on the needs of this particular age group should be developed.[5]

These arguments proved to be convincing to educators in numerous school districts. By 1960, over 80 percent of students throughout the Nation in grades 7-9 received their education in junior high schools.[6]

[1] A 6-3-3 grade organization describes a school system that is divided into three levels: grades 1-6; grades 7-9; and grades 10-12.

[2] William A. Alexander, The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1969), p. 45.

[3] Ibid.

[4] The Need for Middle Schools, Seattle Public Schools (April, 1971), p. 2.

[5] Alexander, op. cit., p. 46.

[6] Ibid.

Since World War II, however, junior highs have been criticized for their failure to accomplish what they had purported to do. Many feel that the junior high school has become a mirror image of the senior high school rather than an independent structure with its own purpose and directions. Other arguments cited against the continued use of junior highs have included: (1) that the staffs of junior highs are often temporary in nature; additionally, their training is not specifically geared to the junior high level student; (2) that the ninth grade student, although part of the junior high structure, is actually more similar to the senior high student in interests and maturity; and (3) that the junior high program is inflexible and fragmented.[7] Additionally, records of ninth grade students are often included in the four-year reports to colleges sent out by the high schools.[8]

The factors mentioned above, coupled with new insights into the needs of the middle range of the student population, have resulted in a new type of grade level organization, commonly referred to as the "middle school." This structure has been described in a report by Educational Facilities Laboratories as follows:[9]

> "In general, the proponents of the middle school envisage a school adapted to a range of children, who, rampant individualists though they are, seem to have more in common with each other than with elementary-school children as a group, or high-schoolers as a group. The school would assume that, in general, its population had some mastery of the tools of learning but was not ready for the academic specialization of the high school (and its attendant college preparation pressures).
>
> "The school could concentrate then on provisions for individual differences, so long touted, so little affected by American education, taking particular account of the increased sophistication and knowledge of today's 10 or 11 to 14 year olds over previous generations."

Additional rationale cited for a reorganization of junior highs into middle schools has been summarized as follows:

- The divergence of changes in the physical, emotional, and mental growth among 10-15 year old students is greater than among students of other ages.[10]
- Children are maturing at an earlier age, as indicated in studies which show girls attaining sexual maturity 1.3 years earlier than would have been characteristic of 50 years ago.[11]

[7] Alexander, op. cit., p. 59.

[8] Alexander, op. cit., p. 58.

[9] Alexander, op. cit., p. 12.

[10] The Need for Middle Schools, Seattle Public Schools (April, 1971), p. 6.

[11] Ibid., p. 7.

- As a result of improved communications and technological development, younger children have more awareness than previous generations of personal changes and changes occurring in their surrounding environment.

- Students begin school at different levels of performance, which increases accordingly as students progress in school. Goodlad and Anderson, in The Nongraded Elementary School, have stated that "By the time children reach the intermediate elementary grades, the range in achievement is as great or greater than the number designating the grade level."[12]

- Students in the middle age group (approximately 10-14 years) are characterized by certain behavior patterns that have been cited as important to consider in making curriculum choices. Some of these characteristics are:[13]

  -- "Seeking self-direction and self-expression in a world that is often puzzled, misunderstood and even hostile.

  -- "Willing to model a variety of cultural roles in a search for self-identity.

  -- "Attempting to form a value system that will be complex and idealistic, that evolves from his childhood, adolescent and adult frame of reference.

  -- "Experiencing irregular and often opposing emotional and physical drives.

  -- "Expanding his interests in developing diverse talents and decision-making responsibilities.

  -- "Exhibiting a wide range of individual performance capabilities which cannot be fully assessed or appreciated."

- In order to provide for the myriad of differences existing among children in this age group, the curriculum should be flexible, varied, and reflect numerous learning strategies designed to serve the needs of the individual child.

- Since junior high schools are similar to senior highs in their orientation, junior high teachers serve as mere dispensers of subject area knowledge rather than guides or facilitators of the learning process. The middle school would alter the teacher role to achieve the latter function and concentrate more on the individual needs of the child.[14]

[12] The Nongraded Elementary School (New York: Harcourt, Brace and World, Inc., 1959), pp. 27-28, cited in The Need for Middle Schools, Seattle Public Schools, (April, 1971), p. 8.

[13] "The School in the Middle - A Search for New Direction," SPL Reports (June, 1969), cited in The Need for Middle Schools, Seattle Public Schools (April, 1971), p. 9.

[14] The Seattle Middle Schools: An Overview, Seattle Public Schools (April, 1972), p. 9.

The middle school concept represents more than a grade reorganization. It represents major changes in the curriculum and educational philosophy that were based on the specific needs of the child in the middle-aged range of the population. As described by one source:[15]

> "The Middle School youngster is to be valued in this school for what he is: a pre-adolescent emerging from childhood in slow stages, sometimes awkward and insecure, sometimes facile and adept, frequently concerned with self-assessment, often amazed by newly developing powers, constantly in need of appropriate opportunities for exploration and venture, sometimes capable of adult behavior and responses, and frequently in need of opportunities for trial-and-error in situations where error is acceptable."

Based on these facts, the primary thrusts of the middle school, as evolved, have included a "focus on the individual," a flexible and varied curriculum that would provide for a full range of alternative learning experiences and an attempt to ensure continuity in learning by structuring the curriculum along a continuous progress model.[16]

In describing necessary changes in the middle school to facilitate the development of an individualized and continuous curriculum, William Alexander, in the "Emergent Middle School," has cited an early report on the Fox Lane School, Bedford, New York, which states:

> "This implies that the school environment and program must differ in certain fundamental respects from the elementary school of his previous experience and the high school he will later attend. Its facilities must be more varied and complex than an elementary school's, yet, they need not be as elaborate nor on the same scale as those of the high school. The atmosphere must be suited to the social as well as the intellectual needs of the youngsters, providing more opportunity for social exchange than the lower school but setting more limits than an upper school. The total range of academic offerings should, in a middle school, be more readily accessible to the youngsters than in a high school, where a degree of specialization in one or another branch of studies is progressively countenanced."[17]

A more detailed analysis of the middle school program in the areas of curriculum, internal and external organization, staff development and selection, student progress, and evaluation will be presented in a later section of this report, entitled "Prototype of a Middle School Model."

[15] Middle Schools (New York: Educational Facilities Laboratories, 1965), p. 15, cited by William A. Alexander, The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1969), p. 12.

[16] Alexander, op. cit., p. 19.

[17] Middle Schools (New York: Educational Facilities Laboratories, 1965), p. 15, cited by William A. Alexander, The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1969), p. 12.

PART II - HISTORY OF THE MIDDLE SCHOOLS

In reviewing the history of middle schools in Seattle, it is interesting to note that the middle school concept, to a great extent, was both interconnected with, as well as a catalyst for, many of the educational, political, social, and organizational changes occurring in Seattle Public Schools over the last decade. As in most histories, it is often difficult to discuss an idea or independent concept without understanding the background in which the idea was both conceived and implemented. For this reason, the evolution of the middle school concept in Seattle must be considered in light of the following factors:

- The growth of the continuous progress idea since 1966.
- Ongoing problems faced by the Seattle School District in the area of providing equal educational opportunities for all students.
- The evolution of the Southeast Education Center concept and its associated organizational changes.
- The establishment of the Central Area School Council in 1969.
- The decentralization of the District into three regions--South, North, and Central in 1970.
- The establishment of Citizen School Advisory Councils in all high school attendance areas in 1970.
- Mandatory and voluntary desegregation following civil rights legislation, human rights commissions and concerned groups of citizens focusing affirmative action programs on the schools.

Middle schools have served as a link between many of the above-mentioned factors; at the same time, these factors have had a decided influence on both the manner in which the middle school model was implemented as well as the actual ideas that came to be associated with middle schools in the Seattle School District.

The Growth of Continuous Progress in Seattle

On June 18, 1966, Dr. Forbes Bottomly, newly appointed Superintendent of the Seattle School District, introduced a new educational concept that would later be referred to as the "continuous progress centers" idea. The plan, as presented, involved a reorganization of the School District into primary units containing grades K-3 or 4; intermediate centers including grades 4-7; secondary centers, grades 8-11; and collegiate centers, involving grades 12 through the second year in college. The intermediate centers would house approximately 4,000 to 6,000 students and focus on the needs of this particular group.[1]

[1] The Seattle Times, Sunday, June 19, 1966.

The plan was based on the idea that education should be made relevant to changes occurring within the greater Seattle metropolitan environment and the necessity for accommodating educational facilities to the increased mobility of the populace. As Bottomly stated:

> "Much of education is outside of the classroom, and in order to learn, children must get away from our schools sometimes. Seattle schools are hampered because we do not own one school bus. If we are going to do what we want in education, we, too, must have mobility."[2]

In order to provide a "high quality metropolitan education," Dr. Bottomly stressed the need to utilize:

- Modern curricula, including the use of individualized instructional techniques and new teaching strategies; such as, team teaching and staff assignment based on specialization.
- Flexible scheduling.
- A different and more efficient use of psychologists, social workers, and counselors.
- An educational program that is geared to the changing characteristics of students.
- A nongraded, continuous approach "where students progress at their own rate, utilizing different learning strategies based on their own individual interests and needs."[3]

Dr. Bottomly presented this plan as a potential solution to some of the problems faced by the Seattle School District, such as segregation, and predicted that the continuous progress centers could be developed over a 20-year period of time.

Although the "continuous progress centers" idea was modified and restated in the next several years, the educational and organizational concepts upon which the plan was based continued to evolve, to later become key components of the middle school concept, as introduced in the Seattle School District.

Committee of 100. At the same time that Dr. Bottomly presented his plan for reorganization of the District into continuous progress centers, he recommended the appointment of a citizens' committee to study the proposal. In response to this recommendation, a 100 member Citizens' School Progress Planning Committee, headed by a Seattle banker, Carl Dakan, was established in August, 1966, to study the District's long-range facilities needs, including Dr. Bottomly's "continuous progress centers plan."

[2] Ibid.

[3] Ibid.

The role of this committee assumed added importance in connection with a bond issue controversy occurring during the same year. The issue involved spending part of interest and bond money from a 43 million dollar bond proposition to develop an educational center based on Dr. Bottomly's educational centers concept. In August, 1966, Dr. Edward Palmason, School Board President, stated that "If the Board decides to build an educational center, it would build only one center from the proceeds of this bond issue--an intermediate center on the District's Beacon Hill site."[4] However, Dr. Palmason assured the public that the School Board would base its decision on the recommendations of the recently appointed "Committee of 100" whose study was to be completed sometime during 1967. Many feared that the bond issue would be defeated as a result of its association with the continuous progress idea which was being opposed by certain segments of the community at this time.[5] However, the bond proposition passed.

After a year of studying the feasibility of implementing an educational center in the Beacon Hill area, the Citizens' Committee submitted their final report on July 24, 1967. The majority committee report contained the following recommendations:

"1. Adoption of continuous progress teaching methods in all schools as rapidly as possible.

"2. Extension of team teaching in all schools as rapidly as possible.

"3. Development of an intermediate grades center as soon as feasible, and other centers as soon as possible if the Board concludes the first is successful.

"4. Continuance of 'vigorous' integration efforts throughout the schools and development of centers as a 'long-term solution' to 'quality education in an integrated environment.'"[6]

In regard to Dr. Bottomly's suggestion that the center should house 4-6 thousand students and should be located in the Beacon Hill area, the Committee felt that the number contained in such a center should be reduced to 3 thousand, and that the suggested location of the center in the Beacon Hill area should be studied further. Additionally, the center should be designed to provide for flexibility in scheduling and curriculum and should serve no more than 50 percent non-White students.[7]

[4] "School Board Defends Plan for Combination Bond Issue," Seattle Times, Thursday, August 11, 1966.

[5] Editorial, Seattle Post-Intelligencer, September 6, 1966.

[6] "Continuous Progress Center--Here's a Close Look at Reports," Seattle Times, Sunday, July 30, 1967.

[7] Ibid.

To facilitate implementation of the continuous progress concept, the Committee felt that educational centers should contain learning resource libraries, group students on the basis of shared characteristics and develop guidance programs that would help identify and serve the needs of individual students.[8]

Additionally, the "Committee of 100" stated that a thorough reevaluation of junior highs throughout the District should be made.

Following this report, the School District began to make references to implementing an educational center that involved fewer students than originally planned.

On September 6, 1967, the School Board formally adopted the idea of continuous progress as a District goal.[9] Dr. R. A. Tidwell stated:*

> "The Seattle School Board will adopt the continuous progress concept as an educational goal with course work tailored to individual pupil's needs, abilities and achievement. The Board will take more time to study the recommendation of the School Progress Planning Committee that an experimental continuous progress center be built in Southeast Seattle. The Board would like to consider a pilot center on a somewhat smaller scale. Therefore, the Board is asking the administration for specific data on alternate locations, patterns of age grouping, transportation and size for both a pilot center and for existing schools in Southeast Seattle."[10]

Southeast Education Center Concept. In response to the Board's direction to further explore alternatives for an intermediate center in Southeast Seattle, Dr. Bottomly, on February 8, 1968, recommended the development of a Southeast Pilot Education Center in the vicinity of Rainier Beach Junior-Senior High School. The plan would involve 500 students in a K-4 primary unit, 1500 in an intermediate or middle level involving grades 5-8, and a secondary level 9-12 involving 1500 students. There would be no more than 25 percent Black enrollment in the center.[11]

The School Board, on February 14, 1968, formally approved the administration's recommendation and stated that the Southeast Center, which would be opened in September, 1970, would:

* It should be noted that many of the statements issued by named Board members throughout this section were actually made in their capacity as Board Chairmen.

[8] Ibid.

[9] "School Board OK's Progress Idea; Center to Await Further Study," Seattle Times, September 6, 1967.

[10] Statement by Dr. R. A. Tidwell, President, Board of Directors, Seattle Public Schools, at a news conference, 10:00 A.M., Wednesday, September 6, 1970, A & S Center, 815 Fourth Avenue North, Seattle.

[11] "Rainier Beach Proposed for Continuous Progress Center," Seattle Times, February 8, 1968.

> "Provide a dynamic new urban education program for Seattle school children. It will be a unique research and demonstration laboratory to test new concepts of education. The instructional format will be based on the continuous progress concept; that is, a student will move at his own pace in an individualized program. Organization will be based on the school-within-a-school concept. A racial proportion not to exceed 25 percent Negro will be maintained in the center."[12]

The approval of the School Board for the Southeast Center Plan constituted the beginning of a move in three directions that would eventually become incorporated into plans for implementing the middle school concept in Seattle Public Schools. These trends were as follows:

1. A commitment to field test ideas associated with continuous progress and individualization of instruction for possible incorporation into the overall curriculum planning for the District in the future.

2. A reorganization of grades into a K-12 continuum involving a primary, middle and secondary unit that was later to provide the basis for the District's reorganization into consortia.

3. An attempt to alleviate racial imbalance in the schools by reorganizing school boundaries, establishing a minority-majority ratio and introducing a new, innovative curriculum based on the needs of the individual student.

Problems Associated with Providing Equal Educational Opportunities in the Schools

From the beginning, the evolution of the middle school concept in Seattle Public Schools has been both directly and indirectly influenced by events associated with desegregation. In 1963, the School Board, in announcing the beginning of the voluntary transfer program, stated:

> "While reaffirming its faith in the concept of the neighborhood school, the School Board also believes that the concentration of Negro and White students in separate neighborhoods tends to lessen the opportunity for students to have the benefit of knowing members of other races, which we recognize is a valuable part of the educational experience."[13]

In reaffirming this policy in 1966, the Board again stated:

> "We believe that an integrated education provides better racial understanding among all children. We will work to bring this about by whatever just, reasonable and educationally sound means are available to us."[14]

[12] Statement by David Wagoner, President, Board of Directors, Seattle Public Schools, at a regular meeting of the Board of Directors, 3:34 P.M., Wednesday, February 14, 1968, A & S Center, 815 Fourth Avenue North, Seattle, Washington.

[13] Statement by the Seattle School District Board of Directors adopted at a regular meeting, Wednesday, August 28, 1963, 4:15 P.M., Seattle, Washington.

[14] Statement by the Seattle School District Board of Directors adopted at a regular meeting on March 2, 1966, Seattle, Washington.

In May, 1967, Dr. Robert Tidwell reaffirmed this policy by stating:

> "The Board will take further steps to attain and maintain an educationally sound racial balance in the Seattle Public Schools. All steps will be carefully planned and executed to assure that there would be no loss of educational opportunity for any child. Indeed, the solutions sought will be designed to improve the quality of education for all our children.
>
> "Part of this effort will be to encourage Caucasian youth to voluntarily transfer into Garfield from other areas of the city. As in the past, it also plans for next year to reduce the enrollment of Negro children in several central area elementary schools in order to avoid overcrowding."[15]

Additional pressures faced by the School Board to eliminate racial imbalance in the schools included but were not limited to:

1. A policy by the Washington State Board of Education which stated that--

   > "Racial imbalance shall be deemed to exist when a school has an enrollment of any one minority group in excess of 40 percent of the total enrollment."[16]

2. The position of the Seattle Principals' Association resolving--

   > "That until such innovations are developed, that the District be urged to launch a massive program of desegregation by whatever authority is appropriate even if it means the closing of some schools and a greatly expanded program of bussing."[17]

3. Population trends involving shifts in the ethnic distribution between the central city and outlying suburban areas resulting in a greater concentration of non-Whites in the central area.

4. Increased pressure from the Washington State Department of Public Instruction for each district to indicate its long-range desegregation plans.

5. Encouragement from numerous community groups to continue positive steps toward alleviating racial isolation in the schools.

---

[15] Statement by Dr. Robert Tidwell, Seattle School District School Board President, "The Need to Move Ahead," May 26, 1967, Seattle, Washington.

[16] Memorandum to members of the Seattle School Board from Dr. Forbes Bottomly re: Recommendations aimed toward providing equal educational opportunities for all students in the Seattle Public Schools (March 28, 1968).

[17] Ibid., p. 2.

Additionally, although the voluntary transfer program which had been instituted in 1963 had accomplished a great deal in eliminating segregation in the schools, many of the Seattle schools remained segregated.

As a result of these and other factors, it became increasingly obvious to the Seattle School District administration and School Board that additional steps would have to be taken toward desegregation. Thus, on March 28, 1968, Dr. Forbes Bottomly presented the School Board with a list of eight recommendations toward providing quality, integrated education for all students in the Seattle Public Schools.

The School Board, in the previous month, had approved Dr. Bottomly's recommendation to establish a Southeast Education Center in the Rainier Beach area that would follow a K-4, 5-8, 9-12 grade configuration, including a middle school, and field test ideas associated with continuous progress and individualized instruction.

Now, one month later, Dr. Bottomly expanded this idea by recommending further reorganization of selected schools into middle schools which would incorporate individualization of instruction, modern curricula and instructional material centers.[18]

In April, 1968, the School Board, in adopting the administrative recommendations for providing integrated, quality education in the Seattle Public Schools, committed itself to "plan first steps in the transition of junior high schools to middle schools."[19]

In addition to other adopted recommendations directly related to alleviating minority isolation in the schools, the Board stated, in reference to middle school planning:

> "Under this recommendation, one or more junior high schools will become racially balanced by September, 1969, and a total of at least three by September, 1971. A citizens committee to recommend detailed plans will shortly be appointed by the Board and will be asked to give priority consideration to Washington, Meany and Hamilton Junior High Schools."[20]

In recommending this policy, the School Board committed itself to a desegregation policy that was to be facilitated by the establishment of a new organizational and curricular structure in the form of middle schools. By moving in this direction, the Board strengthened and reaffirmed the role that middle school development would assume in desegregation planning for the Seattle Public Schools. This

[18] Ibid., p. 5.

[19] School Board Minutes, record 64, April 10, 1968, statement read by President Wagoner regarding "Recommendations for Integrated Quality Education."

[20] Ibid., Record 64, #5.

role was to assume added importance in connection with events occurring during 1968-69 in the central area.

Growth of the Central Area School Council and the Evolution of the "4-4-4" Plan

It is not possible in this brief document to outline in detail many of the events leading up to the establishment of the Central Area School Council, decentralization of the central area and development of the central area's 4-4-4 plan. Suffice it here to say that outbreaks of racial violence and hostilities were occurring in various sections of the country during the decade of the sixties, partially as a result of the civil rights movement, the growth in Black pride and awareness, the increasing tension brought about by overcrowding and poor living conditions in numerous central city areas and other related factors.

Although disturbances in Seattle were not on the same magnitude as larger urban areas, such as Chicago or New York, the central area of Seattle went through a particularly difficult period during the summer and into the fall, 1968. The area residents became increasingly alarmed about the violence and demanded additional security measures and a resolution to the racial tension. These disturbances were felt particularly in the area's schools.

In attempting to deal with problems unique to Seattle's central area, many of the residents felt the need for a local, governing "subboard" that could administer central area schools. An ad hoc committee was established to discuss and review such a body, and in December, 1968, the School Board formally approved the creation of a Central Area School Council to be elected by March 1, 1969.[21]

On April 3, 1969, the Central Area School Council was formally recognized by the School Board. Under the agreement, the Council would serve as an advisory group to the Board regarding the administration of central area schools. The central area would be decentralized and placed under the administration of an area supervisor, who was to be selected with the aid of the Council.[22]

As discussed in a previous section, the School Board had approved plans to convert at least one junior high school to a middle school by the fall of 1969 and several others by the fall of 1970. Since this would directly affect central area schools (Washington, Meany, and Hamilton Junior High Schools were all under consideration at this time for conversion into middle schools), one of the first requests of the newly elected Central Area School Council was that the administration postpone central area middle school plans up to a year until the Council could study the issue in depth and review alternatives with the community.[23]

21 "School Board OK's Central Area Council," Seattle Times, December 12, 1968.

22 "New School Group Clears Last Hurdle," Seattle Times, March 31, 1969.

23 "Middle Schools Are Discussed," Seattle Times, April 9, 1969.

The "4-4-4" Plan. Following the appointment of Dr. Roland Patterson as central area administrator in May, 1969, the central area, with the aid of central office personnel, began an intensive study into the unique needs of central area residents. Low achievement test scores, increased absenteeism, growing inability to keep students in school, and discipline problems were a few of the needs cited for a new educational approach in this region.[24] A "4-4-4" plan was developed which reflected the direction suggested by the superintendent and approved by the School Board in 1968 toward the establishment of 5-8 middle schools and a K-4, 5-8, 9-12 total grade reorganization. Under the plan, ten early childhood centers would be established to serve the needs of three- and four-year olds. K-4 schools would be established at Minor, Lowell, McGilvra, Montlake, Stevens and Leschi. A middle school would be created involving the fifth and sixth grades at Madrona and seventh and eighth grades at Meany, resulting in a 5-8 middle school. Garfield would be reorganized into a 9-12 high school and Washington Junior High School would be incorporated into the secondary structure as a science and technology center.[25]

On March 11, 1970, the School Board formally approved implementation of the plan, but cautioned the central area that priorities would have to be established since funding would not be available to implement the entire plan by fall, 1970.[26]

Thus, by fall, 1970, there were two middle schools in the Seattle School District--the model middle school in the south end and grades 5-8 at Meany-Madrona in the central area.* However, subsequent events related to desegregation were to have a definite effect on the manner in which the middle school concept would evolve in these two areas.

Issues Contributing to the Increased Desegregation Effort

Following the School Board's decision to move ahead with the central area's "4-4-4" plan, several events occurred during the year that placed middle schools directly in the center of the District's desegregation planning and ensuing controversy with community members over mandatory reassignment. These events, in contributing to an increased effort toward desegregation, had a decided effect on middle school planning and programs and should be kept in mind when reviewing the implementation of the middle school idea in Seattle schools.

1. On April 24, 1970, the Washington State Board of Education and the Washington State Board Against Discrimination issued the following joint policy statement:

* It should be noted that the south end middle school contained only students from grade 7, while Meany-Madrona served students in grades 5-8.

[24] Educational Proposal for the Central District of Seattle, prepared by the Central Area School Council, Central Area School Administrators, 1969, p. 2.

[25] Ibid., p. 6-8.

[26] "Schools: Central Council Pledges Support of 4-4-4 Plan," Seattle Times, March 12, 1970.

> "Any school in which 40 percent or more of the student body represents one minority race will be considered racially segregated as this term is used above. A total of 25 percent or less representation from any one minority group will be considered a desirable goal in planning any new school construction or new uses for existing educational facilities provided that this policy shall not apply to schools serving American Indian communities."[27]

And, additionally:

> "Each school district should be required to submit a plan and annual progress reports for desegregation of its schools wherever such a condition exists, such plan to include a timetable for accomplishing this objective."[28]

In a subsequent memorandum, the State Superintendent of Public Instruction, Louis Bruno, asked all districts to report to him by October 9, 1970, on their plans to meet the guidelines outlined above.[29]

2. In order to provide for transporting students under the central area's "4-4-4" plan, the School Board asked the State legislature for additional funding. The money was granted under the condition that the District would seek a racial balance (as outlined in the conditions in HB-1) of no more than 40 percent of any one minority group in the proposed new middle school (Meany-Madrona) and that this would be an inicial step toward a long-range desegregation plan that would eventually desegregate all middle students in the middle range of the school population.[30]

3. The Seattle School Board, in agreeing to these conditions to qualify for reimbursement of transportation funds from the State for the central area middle school plan, subsequently directed the administration to "develop alternative proposals for the Board's consideration which will detail additional steps needed to be taken between now and September, 1971, to assure acceptable racial balance, not only in the central area middle school but also in other schools in the Seattle School District with middle age students."[31] This was, in part,

---

[27] Joint Policy Statement, Washington State Board of Education, Washington State Board Against Discrimination, adopted by the Washington State Board of Education, April 24, 1970.

[28] Ibid., p. 1.

[29] "Bottomly Outlines School Desegregation Plan," Seattle Times, September 27, 1970.

[30] "Wilkins Named Director of Meany Middle School," Seattle Post-Intelligencer, July 9, 1970.

[31] Letter from Dr. Edward P. Palmason, President, Seattle Board, to Mr. Louis Bruno, Superintendent of Public Instruction, on July 2, 1970.

necessary to assure the State that the desegregation of Meany was not a sole action that might constitute de jure segregation, but part of a long-range plan to achieve racial balance in the Seattle schools.

4. On August 28, 1970, nine central area school parents filed suit in Federal court against the Seattle School District charging discrimination against their children. The suit charged that the "4-4-4" reorganization increased non-White enrollment in central area schools and requested that the District implement an "open enrollment" program and present an effective long-range plan to improve racial balance in the schools.[32]

5. On September 29, 1970, the School Board received a letter from Warren Burton, Consultant, Equal Educational Opportunity, State Department of Public Instruction, stating:

> "De facto segregation continues to be a fact in Seattle Public Schools. This is particularly true at the elementary school level where the basic attitudes about interpersonal and intergroup relations and democracy are formed. The present 4-4-4 approach appears to be inadequate for comprehensive desegregation--for example, it is essential to restructure the lower four portions to ameliorate the negative influences of the neighborhood school. This is another plea for the development of a comprehensive city-wide desegregation plan, complete with a realistic timetable. It is not realistic to await residential desegregation."[33]

6. During the month of September, 1970, Dr. Bottomly announced a plan to desegregate the central area's Meany Middle School by fall, 1971, and other middle schools in the future. In presenting the plan, Bottomly stressed that it was "not just a desegregation effort but also an educational plan."[34] Under this plan, the city's junior highs would be changed over to individualized, continuous progress middle school curriculums. In considering desegregation plans that would eventually encompass all grades on a district-wide basis, Bottomly felt that the first efforts toward integration should begin in grades 5-8 in the middle school level since this age group could adapt better and the problem of bussing younger students for long distances could be avoided.[35]

7. On November 11, 1970, the Seattle School Board formally adopted a plan for desegregation. A statement issued by Ms. Forrest S. Smith described the plan as follows:

[32] "Parents File Discrimination Suit Against School District, Seattle Times, September 4, 1970.

[33] "Integrated Education Plan Will Require Bussing," Seattle Times, October 4, 1970.

[34] "Seattle Schools Plan Mandatory Bussing Next Fall," Seattle Post-Intelligencer, September 27, 1970.

[35] Ibid.

> "The time has come for the next major step forward. Fulfilling a goal established in 1968, we will in September, 1971, establish a number of multiracial middle schools that will be the forerunners of comparable 5th through 8th grade programs for all Seattle students at those grade levels. The Board's plan, to distinguish it from the many others which have been discussed--calls for taking, in September, 1971, action which will, at the same time, (a) desegregate the Meany-Madrona Middle School, and (b) establish multiracial middle schools in both the present Roosevelt and Lincoln attendance areas."[36]

In refining this plan, after allowing time for citizen input and alternative proposals, the School Board again, on January 27, 1971, stated its position on middle schools and desegregation as follows:

> "Based upon the recommendations of the Citizens' Committee for Quality Education, proposals and counsel of other groups and studies undertaken by the staff, the School Board instructs the administration to develop and refine plans for quality integrated education for students in grades 5-8 who attend school in the Lincoln, Roosevelt and Meany-Madrona areas. The plans are to be ready by September, 1971."[37]

In regard to the educational aspect of these schools, the School Board stated:

> "The School Board accepts the recommendations of the Citizens' Committee for Quality Education on curriculum and, therefore, directs the administration to provide continuous progress education for the schools including individualized instruction in the basic subjects and a wide diversity of special interest programs including advanced courses, creative arts and environmental education."[38]

Integrated middle schools, to be opened by fall, 1971, included Eckstein, Hamilton, and Wilson. Meany-Madrona, the fourth middle school to be involved in desegregation (grades 5-6 at Madrona, grades 7-8 at Meany), had been opened the previous year. As a result of space and time restrictions, it was decided that only grades 6-8 would be included in the initial middle school plan.

Since the plan involved mandatory reassignment of students in selected schools, it engendered much controversy among community members. In December, 1970, a suit was brought against the School Board by a group called Citizens Against Mandatory Bussing which sought an injunction to prevent the School Board from

---

[36] Statement by Ms. Forrest S. Smith, Vice-President, Seattle School Board, on November 11, 1970.

[37] "Desegregation of the Seattle Public Schools," The Position of the Seattle School Board, January 27, 1971.

[38] Ibid.

carrying out their desegregation plan.[39] The results of this suit and the effect that this action had on the implementation of the middle school program will be discussed in a later section.

Middle Schools--Movement in Two Directions

With the opening of the model middle school in the south end involving grade seven from Rainier View, Wing Luke, Dunlap and Emerson and with the opening of Meany-Madrona in the central area involving grades 5-8 from the two schools, in the fall of 1970 Seattle witnessed its first effort in the conversion of junior highs to middle schools throughout the District. From the beginning, the two schools were different. The south end model middle school, or "South Shore" as it later was named, had been established to field test ideas associated with continuous progress and individualized instruction and was part of a larger K-12 organization referred to as the Southeast Education Center.

When the School Board decided to implement its Phase I desegregation plan, South Shore was not one of the middle schools to be included. The subsequent events related to desegregation, therefore, had less effect on the development of ideas associated with the middle school concept at South Shore than they did on the middle schools that were to be included in Phase I desegregation. Meany-Madrona, on the other hand, was influenced, to some extent, by its involvement in desegregation. Many of the activities in which students and staff were involved during 1971-72 and 1972-73 were directly related to desegregation, rather than the middle school idea alone.

To many, the numerous events leading up to the School Board announcement in November, 1970, to convert selected junior highs in the north end to middle schools by fall, 1971, created a situation whereby the middle school idea would be implemented prior to a thorough field testing of many ideas associated with individualization of instruction, team teaching, the house plan, continuous progress and other program thrusts in the Southeast Education Center. Until 1970, the focus on middle schools had been primarily educational, as described in the Southeast Education Center planning documents. Now, as a result of external pressures resulting from the need to alleviate racial imbalance in the schools, the focus on middle schools was partially shifted to issues related to the District's desegregation plan. The latter involved the need for human relations training, multi-ethnic curricula, ethnic balance among staff members, adequate transportation facilities and other important components of desegregation planning.

There is also the possibility that as the District shifted more resources into planning and implementing plans for mandatory reassignment of students and establishing three north end middle schools, there were less available resources in terms of personnel and money available to support the research and development

39 "Parents File Appeal in Bussing Decision," Seattle Times, December 10, 1970.

effort at the Southeast Education Center. In reviewing newspaper articles describing school-related events during 1970 and 1971, the Southeast Education Center and model middle school are referred to less and less as the development of north end middle schools assumes more of a central focus in the news.

The gap between the south end model middle school and the middle schools designated to participate in Phase I desegregation widened with the appointment of a director of the four middle schools involved in desegregation and the establishment of a separate middle school administration in March, 1971. The south end model school was administered as part of the Southeast Education Center complex and was gradually absorbed into the South Region as a result of the District's reorganization into consortia.

It is possible that this split in administration, compounded by the difference in program thrusts between the south end middle school and the four middle schools that were to be involved in desegregation, created a situation whereby ideas and concepts that were being implemented and tested at the south end middle school would not be incorporated into the planning and implementation of programs at Meany-Madrona and the three north end middle schools. To determine whether this was the case, future evaluation designs would have to compare the degree to which the prototype middle school model, as described in a succeeding section, was implemented in all the middle schools, using South Shore as a frame of reference.

Phase I Desegregation and the Opening of Middle Schools

In March, 1971, Mr. Perry Wilkins was named as director of the four middle schools that were to be involved in Phase I desegregation planning. In the ensuing months, it was determined that the three north end middle schools (Hamilton, Eckstein and Wilson) would involve only grades 6-8, as a result of inadequate space facilities to house the fifth graders and protests on the part of some parents who felt that fifth graders were closer in emotional development, interests and needs to younger elementary aged children. It was reaffirmed, however, by the School Board that the fifth grade would be included in middle school development in the future.[40]

From November, 1970, through the following year, activities associated with planning, hiring of personnel, assignment of students, ordering of materials and in-service training of staff members for middle schools were initiated. Throughout this entire period, there existed the possibility that the suit filed by Citizens Against Mandatory Bussing (CAMB) would be successful.

In August, 1971, Judge William J. Wilkins, Superior Court Judge, ruled in favor of CAMB and enjoined the School Board from moving with desegregation for one year, thus prohibiting a mandatory reassignment of pupils.

[40] "Clarification Reached in District Desegregation Plans," Seattle Post-Intelligencer, June 3, 1971.

Following this decision, on August 20, 1971, the School Board directed the administration to open Eckstein, Hamilton and Wilson as neighborhood middle schools with a 6-8 grade configuration on September 1, 1971, without mandatory racial bussing. Voluntary transfers, however, would be encouraged.[41]

In response to the School Board's resolution, Judge Wilkins approved the opening of middle schools without mandatory assignment of students, stating that the School Board's decision "will be within the confines of my order and I won't change it."[42] With this decision, the judge separated the issue of middle schools from that of mandatory bussing of students by ruling that the former was within the jurisdiction of the School Board, as long as mandatory bussing was not a part of the plan.

From the beginning, the middle schools selected for Phase I desegregation faced serious problems. The judge's decision to enjoin the School Board from proceeding with mandatory desegregation plans for one year, the uncertainty related to the opening of middle schools by September, 1971, the changes that were to occur in staff roles, curriculum and organization resulting from implementation of the middle school model were only a few of the obstacles that School District personnel, parents, and other interested individuals that were directly involved with middle schools had to overcome.

In a Seattle Times article, following the opening of the neighborhood middle schools, some of these problems were described. These included, but were not limited to:[43]

- Scheduling problems.
- The late arrival of portables at Eckstein.
- The late arrival of math and social studies materials and the apparent inadequacy of some of the materials once they arrived.
- The fact that all the teachers and administrators who were to be involved in middle schools had not participated in the in-service training program over the summer.
- Staffing problems

Despite these problems, the middle schools succeeded in implementing components of the middle school concept, in varying degrees, during their first year of operation. (See section on evaluation, 1971-72.) As described by one reporter:

"In the first year of operation, the middle school is traveling new ground.

[41] "Volunteers Invited for School Bussing," Seattle Times, August 24, 1971.

[42] "Judge Approves Middle Schools Without Bussing," Seattle Post-Intelligencer, August 24, 1971.

[43] "Just Junior Highs in Gift Wrapping?" Seattle Times, November 11, 1971.

> Into a land of added freedom and responsibility, the teacher and student walk together charting this place where there is both good and bad and the friction of the two meeting causes great clashes. It is kind of like lightening."[44]

In December, 1971, a major policy decision was made that would have decided effects on the conversion of junior highs to middle schools throughout the District. A Seattle Times article, dated December 19, 1971, stated the change as follows:

> "Backing up his statement that the area's economy precludes calling for major increases in programs, Bottomly said he is recommending against more middle schools next year. This could be viewed as a major concession by the Superintendent because he has been a staunch advocate of the middle school organization which the Board accepted in 1968 as a District goal. Politically, it might dampen one source of potential levy opposition from those opposed to the middle school concept."[45]

From this point on, the District's position, as outlined in 1968, to convert all junior highs to middle schools as part of a K-12 continuous progress structure along the lines of the Southeast Education Center has undergone various revisions.

In March, 1972, the Board voted to temporarily discontinue any further planning on mandatory desegregation until the issue had been decided upon by the State Supreme Court.[46]

This decision was handed down on April 6, 1972, in favor of the School Board's right to adopt mandatory middle school desegregation plans. The Supreme Court stated:

> "It was the duty of the School Board to act in the best interests of the majority of students and the fact that some students might suffer adverse effects was not a consideration which, in law, they were required to find controlling."[47]

Subsequently, on April 12, 1972, the School Board agreed to resume the middle school desegregation plan that had been delayed by a Superior Court decision since August, 1971. The plan designated that 842 sixth, seventh, and eighth grade students would be exchanged between the central area and north end in an effort to desegregate Meany Middle School. Three middle schools in the north, Eckstein, Hamilton, and Wilson, involving grades 6-8, had been established in the fall of

[44] "Sparks Fly at Middle School," Seattle Times, March 13, 1972.

[45] "School Levy, How Much?" Seattle Times, December 19, 1971.

[46] "School Board Split on Desegregation 4-3," Seattle Times, March 23, 1972.

[47] "Court Upsets Bussing Ban Here," Seattle Times, April 6, 1972.

the previous year as part of the desegregation plan.[48]

Thus, the way was cleared for desegregated middle schools in the central and north end to open by fall of 1972. At the end of the first year, individuals involved in middle schools during their first year of operation stressed the need for adequate planning and a firm District commitment to middle schools. In May, 1972, some teachers from Hamilton, Eckstein, and Meany wrote:

> "If planning is not to be made available, the District must inform the staff and public that insufficient funds are available to develop the middle school program and, therefore, will continue with a middle school as presently in operation. The District should make it clear to the public the strength of its commitment to middle schools."[49]

Although the District never made a formal statement regarding the future of middle schools, one week later the School Board overruled a decision on the part of the administration to cut funds for middle schools. Dr. Bottomly had recommended removing the position of curriculum coordinators in the middle schools since "start-up" funds from Model City would be unavailable in the oncoming year. The Board President, Alfred Cowles, in commenting on the decision to reverse Dr. Bottomly's recommendation stated:

> "If we do not have a strong curriculum in the middle schools, desegregation is not going to go well whether it's mandatory, voluntary or any other way."[50]

During the summer of 1972, many middle school staff members were involved in the development of learning packages, human relations training, and other activities to prepare for the second year of middle school operation.

On September 6, 1972, classes began in the four desegregated middle schools, thus completing the first phase of a long-range plan to provide quality, integrated education for students in the Seattle Public Schools.

Whether or not the District in the future commits itself to further expansion of middle schools, it is evident from the evaluation included in Parts IV and V of this document that certain aspects of the middle school model, as defined in numerous research and planning documents, have been incorporated into the middle schools in varying degrees. As a result, it would appear most difficult to reverse this trend in the years to come.

[48] "Board Will Go Ahead with Bussing Plan in Fall as Originally Scheduled," Seattle Times, April 13, 1972.

[49] "Middle School Funds Asked," Seattle Times, May 11, 1972.

[50] "School Board Overrules Decision to Cut Funds for Middle Schools," Seattle Times, May 18, 1972.

PART III - PROTOTYPE OF A MIDDLE SCHOOL MODEL

In the discussion in Part II of this report, South Shore Middle School was mentioned relative to the evolution of the middle school idea in the Seattle School District. As stated earlier, the four middle schools to be involved in Phase I desegregation were placed under a separate administration, which resulted in an organizational separation from South Shore. Parts III, IV, and V of this report reflect this separation and do not include a discussion of either the model used to evaluate South Shore Middle School or the actual results of this evaluation. Such a report has been completed under a separate cover.

The evaluation of the four middle schools involved in Phase I desegregation during their first (1971-72) and second (1972-73) years in operation was based upon goals and objectives selected for implementation during each year of middle school operation. Although the goals and objectives were changed each year, most of the ideas inherent in each goal can be related back to various components of a middle school model developed by staff members of the Planning, Research, and Evaluation Department at the Administrative and Service Center. This middle school model was presented as a collection of planning documents from task forces for the middle schools and published under the title "Middle School: A Planning Folder for Seattle Public Schools" on March 19, 1971. It is clear from the introductory notes to this document that the guidelines and planning statements that it contained were not meant to be restrictive nor limiting in terms of the ideal way to implement ideas associated with middle school education.[1] It was anticipated that the parents, staff, students, and community members would be ultimately responsible for developing and implementing their own middle school program. Therefore, the document was intended to serve as a frame of reference only, against which middle school ideas could be developed, implemented, and evaluated.

For this reason, it is important to review aspects of "Middle School: A Planning Folder for Seattle Public Schools," March, 1971, to establish what a prototype middle school model might look like. Using the various components of this model as a frame of reference, it is possible in Parts IV and V to compare the varying degrees to which these ideas were actually implemented in the four middle schools during their first and second years of operation.*

* As stated earlier, since this collection of documents was not intended to serve as a sole basis for implementing a middle school education, it is possible that none of the components described in this part were ever actualized. This is an important point to keep in mind when reviewing the evaluation summaries in Parts IV and V that were compiled from data collected during the first and second year of middle school operation.

[1] Middle School: A Planning Folder for Seattle Public Schools (March, 1971), p. 1.

Prototype of a Middle School Model

In the initial section of Part I of this document, specific ideas associated with middle school education were outlined. To implement these ideas, it was considered necessary to effect specific changes in the philosophy, curriculum, staff roles and organization of the schools serving fifth or sixth to eighth grade students.

The purpose of this section of the report is to paraphrase the guidelines outlined in Middle School: A Planning Folder for Seattle Public Schools, which can be used as a reference point against which middle school ideas, as actualized from 1971-73, can be viewed. These guidelines, which have been collectively termed "a prototype middle school model," are described in terms of the five subcomponents of the middle school model: student progress, curriculum development, staff development, internal and external organization.

Student Progress

In assessing student progress in middle schools, there are essentially two dimensions which should be considered: the cognitive dimension, which relates to academic achievement and the acquisition of specific skills and knowledge; and the affective domain, which relates to a student's self-concept and his relationship to his environment and peers.

In describing the first dimension, The Middle School: A Planning Folder for Seattle Public Schools states that the middle school should provide academic and practical experiences which result in growth that can be measured relative to knowledge and skill acquisition. Examples of these skills include, but are not limited to:

- "work in a variety of occupations.
- "succeed in the tasks of higher learning.
- "engage in further self-directed learning.
- "achieve intellectual and aesthetic satisfactions.
- "maintain mental and physical health.
- "carry out social responsibilities.
- "think critically.
- "use leisure time constructively."[2]

[2] "Middle School Program Objectives," Middle School: A Planning Folder for Seattle Public Schools (March 19, 1971), p. 2.

The second dimension, the affective domain, relates more to a student's human needs including his attitude toward himself, others, and his surrounding environment. Such outcomes are described as:

- "a consciousness of past successes and the expectation of future successes.
- "an awareness of practically inexhaustible potential, coupled with a realistic assessment of the kinds and degrees of achievement that are probable.
- "self-pride based on self-knowledge rather than on a destructive view of others.
- "the ability to examine one's own feelings, values, capabilities and shortcomings when interacting with individuals or groups.
- "the ability to resolve conflict and differences through compromise and adjustment.
- "a critical awareness of that part of the environment that is created by societies and individuals.
- "a recognition that each person is himself a part of the environment and a responsible agent of change in it."[3]

Curriculum Development and Organization

The primary focus of middle school education is the individual. Individuals in the middle range of the student population vary widely in their specific needs, maturity levels, and interests. At the same time, they share certain characteristics that set them apart from younger elementary and older high school students. The curriculum, therefore, must be able to offer numerous options to serve individual needs while, at the same time, be based on knowledge related to the unique characteristics of this particular age group.

The curriculum and program selection in the middle schools should focus on individualization of instruction. Although this term has been assigned various definitions, depending on its usage, individualized instruction involves three aspects of learning: pace, strategy, and interest. Every student has specific needs, learns at a different pace and is interested in different things. An individualized program should, therefore, begin with a thorough needs assessment to diagnose the specific needs of the individuals within the school. Once this is accomplished, programs and learning strategies can then be developed to meet these needs. Since students learn at different rates, it is necessary for teachers to determine the pace at which each student can learn, adopt specific learning strategies or approaches based on the characteristics of the individual and select subject areas according to the expressed interests of each individual. This approach has been described in the middle school planning folder as:

[3] Ibid.

> "The standardized curriculum of the traditional school will, in other words, be supplanted by a needs-oriented system of providing the right material, the right medium, the right strategy and the right people to the right student at the right time."[4]

Aside from a diagnostic-prescription system, as described above, an individualized program requires the following components:

Learning Monitoring System. To determine the rate of learning as well as the progress of individual students in the middle school, an individualized program requires an ongoing as well as an intricate record keeping system. Since this would be difficult for a teacher to perform manually, the use of the computer should become an integral part of the curricular process in middle schools. The computer is used specifically to maintain an ongoing record of a student's progress from which reports can be obtained for use by students, parents, and teachers.

Curriculum Organization. Curriculum in the middle schools is organized to enable individual subjects to be interdependent and interdisciplinary. As outlined in the Middle School Planning Folder, there are nine "Great Themes of Contemporary Education" which cross all disciplines and unite the body of knowledge to be obtained in middle schools.[5] These themes are: communication; problem solving; social, political and economic systems; human systems--physical and mental; ecology and environment; technology; man and his materials; personal issues; and career values and conventions.[6] Within each subject area these themes are further broken down into goals and objectives according to specific knowledge, skills and attitudes to be obtained by each student. The development of this objective base results in a matrix for each subject area and a series of subject area matrices that form the basis of curriculum organization in the middle schools. An example of such a subject area matrix can be seen in Table III-A on the following page.

Alternative Learning Materials. In order to provide for the variety of needs and interests existing among students, the middle school program should involve the development of numerous alternative learning materials or the acquisition of already developed learning units to provide for an optimum range of instructional approaches.

Evaluation Techniques. In every system involving individualization of instruction it is necessary to include a method of evaluating when a student has accomplished a specific learning objective. Standardized tests are based on group norms and provide a measure of how the individual is progressing relative to a specific age group. Since middle school students are measured against their own individual goals, these tests would not always be applicable for evaluating students in the middle school program. New approaches to testing individual progress should, therefore, be utilized, such as "criterion-referenced" tests.

[4] Ibid., "Curriculum and Program Instruction," P.M., March 22, 1971.

[5] Ibid., "Curriculum Organization."

[6] Ibid.

TABLE III-A

CONCEPTUAL MATRIX

FOR

STRUCTURING, PLANNING, AND DEVELOPING AN INTERDISCIPLINARY CURRICULUM

TRADITIONAL AREAS OF HUMAN KNOWLEDGE		GREAT THEMES OF CONTEMPORARY EDUCATION								
		COMMUNICATION	*PROBLEM SOLVING*	*SOCIAL, POLITICAL, & ECONOMIC SYSTEMS*	*HUMAN SYSTEMS: PHYSICAL & MENTAL*	*ECOLOGY AND ENVIRONMENT*	*TECHNOLOGY*	*MAN AND HIS MATERIALS*	*PERSONAL ISSUES*	*CAREER VALUES AND CONVENTIONS*
ENGLISH LANGUAGE ARTS										
MATHEMATICS										
SOCIAL SCIENCES										
SCIENCE										
LANGUAGE ARTS OF ANOTHER COUNTRY										
PRACTICAL ARTS	*HOME ECONOMICS*									
	BUSINESS EDUCATION									
	INDUSTRIAL ARTS									
FINE ARTS	*ART*									
	MUSIC									
HEALTH, PHYSICAL FITNESS, AND RECREATION										

As defined by one source, criterion-referenced measures are "those which are used to ascertain an individual's status with respect to criterion, i.e., performance standard. It is because the individual is compared with some established criterion, rather than other individuals, that these measures are described as criterion referenced. The meaningfulness of an individual's score is not dependent on comparison to others."[7]

In addition to being individualized, the curriculum in middle schools should be characterized by a multiethnic and interdisciplinary approach. Since the middle schools in Seattle were to be involved in Phase I desegregation planning, it would be important to provide a wide variety of materials which focused on the uniqueness of each ethnic group participating in the middle school program. The provision of multiethnic program materials could be related to the attempt, on the part of middle school educators, to focus on the needs and interests of all individuals within the school. Since it was determined that there would be an increase in the number of non-White students in the four middle schools involved in Phase I desegregation, it was recommended that a variety of learning packages and strategies be developed that would serve the needs of these students.

As mentioned earlier, subject matter disciplines, as described in the middle school planning document, would be organized along an interdisciplinary structure. Additionally, the same document recommended that all learning activities would be organized on an interdisciplinary basis.[8]

Staff Development

To prepare teachers, administrators, and other middle school personnel for necessary changes associated with middle school education, there should be a means of providing an ongoing program of staff development. Although a major aspect of staff development relates to the philosophic changes inherent in the middle school approach, it would appear necessary that an effective staff development program focus on the following areas:

- Team Teaching. The emphasis in middle schools should be on cooperative teaching experiences. This might involve a set of arrangements where one or more classes are the joint responsibility of several teachers; where teachers are divided on the basis of a specific talent, rather than on subject area expertise alone; and/or where traditional self-contained classrooms are replaced by varied size student groupings to facilitate an optimum range of learning experiences.[9] Team teaching requires flexible scheduling and effective staff

[7] Jason Millman, "Reporting Student Progress: A Case for a Criterion-Referenced Marking System," Phi Delta Kappan, (December, 1970), p. 226.

[8] "Organization of the School for the Management of Learning," Middle School: A Planning Folder for Seattle Public Schools (March 19, 1971), p. 2.

[9] Mortimer Smith, Richard Peck, George Weber, A Consumer's Guide to Educational Innovations (Washington, D.C.: Council for Basic Education, May, 1972), p. 89-91.

utilization in matching teacher talents to student needs.

- Human Relations. It was hoped that all middle school staff would participate in human relations training prior to June, 1971.[10] The need for human relations training relates to the potential problems that could arise when students from diverse backgrounds and cultures are brought together into one learning environment. Human relations training is also important in preparing teachers to make the most effective use of both small group and individual learning experiences.

- New Learning Strategies. An important aspect of individualized instructional approaches is the ability of the teacher to determine the most appropriate learning strategy to meet the diagnosed needs of individual students. To prepare teachers to perform this function, it would be necessary to provide in-service training in a wide variety of learning approaches, thus giving teachers valuable tools with which to execute their responsibilities. Some of these new strategies include, but are not limited to:

  1. Lab-Oriented Activities. Since the middle school would be activity oriented, it would be important to develop numerous laboratory settings for students to put into practice their theoretical learning.

  2. Group Practice. Teams of teachers would share responsibility for students' instructional and counseling activities and would adopt a wide variety of roles in performing this function.

  3. Child-Centered Activities. In middle schools, the focus is on the individual child. It would, therefore, be necessary for teachers to learn a wide variety of individualized learning techniques so that they can adopt the most appropriate strategy for the individual student. This has been described by one source as follows:

> "While we are not at all certain what combination of events makes a good lesson or what combination of qualities makes a good teacher, the potentially better teacher is one who is able to plan and control his professional behavior--to teach many kinds of lessons, to reach many diverse learners, to create different social climates, and to adapt a wide range of teaching strategies to constantly changing conditions. The reason the teacher must possess a wide range of teaching strategies is simply because different styles or patterns of teacher behavior are useful for different educational purposes, and every teacher seeks educational ends that demand more than one way of teaching. Each student is a unique combination of needs and abilities and each class a unique combination of individuals. The teacher learns to recognize differences between students and between groups of students

[10] "Staff Development," Middle School: A Planning Folder for Seattle Public Schools (March 19, 1971), p. 2.

and adjust his strategies and style of teaching as he turns from one to another."[11]

4. Counseling Training. As a result of the middle school emphasis on individualization of instruction, teachers would become more "facilitators" of learning as opposed to mere "dispensers of knowledge."[12] This transition in the role of the middle school teacher has been described as follows:

> "The old adage that 'a teacher's job is to teach and the student's job is to learn' must be reexamined in light of experience and research. This makes the assumption that if the teacher fulfills his obligation in dispensing his subject matter, then students will learn; but if the student doesn't learn, the fault lies with him, rather than the instructor. There is, however, a greater need for the specialist to see his role in relation to how he can assist the student in his academic and personal development. The middle school teacher becomes the learning facilitator; that is, he does whatever is necessary to design the most appropriate environment and program that will make learning for the student relevant, as well as enjoyable."[13]

5. Curriculum Training. It was envisioned that the selection and development of selected programs and curricular components would be the responsibility of the middle school staff. To provide middle school teachers and administrators with the necessary skills and knowledge to construct learning packages, diagnose student needs, determine appropriate learning strategies and be able to develop matrices of subject discipline objectives and goals, it was recommended that there should be an opportunity to participate in in-service training programs designed to provide instruction in these curriculum areas.

Organizational Changes--Internal

A new educational approach generally requires specific organizational changes--both internal and external, to facilitate new learning strategies. Middle schools are organized along different lines than junior highs to achieve an optimum of flexibility and to allow for numerous approaches within the same facility. Some of the internal organizational changes to accomplish this would include:

[11] Bruce R. Joyce and Berj Harootunian, The Structure of Teaching (Chicago: Science Research Associates, Inc., 1967) pp. 94-95, cited in William Alexander, The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1969), p. 89.

[12] Seattle Middle Schools: An Overview, Seattle Public Schools, Middle School Office (March, 1972), p. 9.

[13] Ibid.

- House Plan. "The middle school will be divided into nongraded communities of some 200 students and eight professionals. Students in the house will be equally distributed across all age levels in the middle school. Professionals will represent the various subjects and will include a full-time counselor. The counselor will be a regular member of the instructional team."[14]

- Teams of Teachers. Within each unit, teachers would be organized into teams of 4-6 teachers. Such teams would be interdisciplinary in nature and be assisted by a team leader responsible for "attending curriculum meetings, convening planning meetings for team members, coordinating and assisting in team efforts and evaluation."[15]

- Administrative Reorganization. Within each middle school, it was recommended that the positions of principal, associate principal, curriculum, human relations and program coordinator be established. Additionally, there could be a "house administrator" responsible for the smaller decentralized "house" unit.

- Demand Scheduling. "The demand schedule provides for the task oriented use of time and space. All students will be scheduled at all times, and the school will be accountable for their whereabouts. Each student will at all times be engaged in a productive, supervised instructional setting, but time will be managed according to his needs."[16]

- Ungraded Learning Structure. "Nongradedness" implies a system of continuous student progress without reference to age or grade. A student would be allowed to continue at his own pace pursuing an individualized program based on individual needs and interests, rather than a preconceived body of subject matter that must be covered.[17]

- Teacher Counselor. "Each teacher will become a counselor for some 25 students. It will be his responsibility to interact almost every day with each client, to monitor his progress, to advise him, and to alter his program as necessary. Each teacher will, in addition, assume the role of mentor in one or more subject areas, serving any student in the house."[18]

- Counselor. The counselor in the middle school will assume more the role of a "student service worker." Counselors will be responsible for developing "preventative programs" and serving as a resource to the teachers.[19]

[14] "Organization of the School for the Management of Learning," Seattle Middle Schools: A Planning Folder for Seattle Public Schools (March 19, 1971), p. 3.

[15] Seattle Middle Schools: An Overview, Seattle Public Schools (April, 1972) p. 12.

[16] "Organization of the School for the Management of Learning," Middle School: A Planning Folder for Seattle Public Schools (March 19, 1971), p. 5.

[17] Alexander, op. cit., p. 117.

[18] "Organization of the School for the Management of Learning," op. cit., p. 5.

[19] Seattle Middle Schools: An Overview, op. cit., p. 10.

Organizational Changes--External

Aside from the internal organizational changes that must be made to facilitate implementation of middle school ideas, there would also be organizational changes, more external in nature, accompanying the transition from junior highs to middle schools.

Many of these changes would involve community relations. It was hoped that parents and other interested community members could participate more closely in the middle school program than was characteristic of the traditional junior highs. In any situation involving change, there is a need for an effective communication system between all parties involved. The process of developing such a system by which parents could become fully informed regarding middle school education as well as have the opportunity to express their opinions regarding these ideas, would be an important aspect in the establishment of middle schools in the Seattle Public Schools.

Another area of consideration relative to external organizational changes in middle schools would be facilities. There are many facilities changes that could be made to accommodate the middle school program. Some suggested changes have been described by one source as follows:

> "The floor plan layout reflects a generally well defined initial educational program but is a design with deliberate attention to maintaining flexibility to achieve full utilization of evolving teaching concepts.
>
> "The arrangement of facilities within the building is carefully planned to minimize waste space with specialized activities located to avoid conflictions relative to student traffic flow and noise.
>
> "Instructional space would be adaptable to cooperative teaching by virtue of direct accessibility of adjacent classrooms, central group activity space and teacher planning resource center. The central library study area is located to serve all academic departments with individual and group use at one time. Open interior court yards separate major functions creating opportunities for development into science gardens and study courts. Different sized spaces are provided for large and small group instruction and for different degrees of privacy. Areas are provided throughout for individual learning. Integration of the various subdivisions of the building, each designed to accommodate a specific program function, creates an interesting spatial variety that should, in a natural and efficient way, stimulate learning on both an individual and group level.
>
> "The overall design concept would permit conversion of space usage and addition of complete facilities such as an auditorium and would allow expansion of any teaching unit or departmental space to accommodate innovations in teaching methods or in population growth."[20]

[20] Model Middle School: Involvement by Design (Rockland, Me.: Maine School Administrative District #5, 1967), p. 29, cited in William Alexander, The Emergent Middle School (New York: Holt, Rinehart and Co.), p. 156.

In general, middle school facilities would be designed to permit flexibility in learning approaches and promote an "open" space utilization concept in which materials and resources could be shifted according to the demands of the learning situation.

PART IV - MIDDLE SCHOOL EVALUATION 1971-72

During the first operational year of the four middle schools involved in Phase I desegregation, a set of eight goals were agreed upon by appropriate central office administrators, evaluation office, the middle school administration, and Model Cities for the purpose of evaluation. As mentioned earlier, these goals were agreed upon without reference to the prototype middle school model. However, the subcomponents of this model, as described in Part III, are used in this part, as well as in Part V, to provide the reader with a framework within which the middle school evaluation can be understood. These five subcomponents are:

1. Student progress.
2. Curriculum development and organization.
3. Staff development.
4. Internal organizational changes.
5. External organizational changes.

Student Progress

The area of student progress covers the cognitive and affective development of students in middle schools. In reviewing the 1971-72 goals agreed upon for evaluating middle schools, the following relate to student progress:

- To increase academic performance to grade level at par with the rest of the city.
- To decrease intergroup conflicts and increase intergroup friendships.
- To increase positive attitudes toward school.

One of the means utilized to determine student attitudes toward school as part of their affective growth was their attendance rate. As stated in the summary of the final report on middle schools:

> "The annual absence rate for middle schools was 7.1 percent, as compared to 7.3 percent for junior high schools. For the four reporting periods during the school year, the absence rate in middle schools was 4.8 percent, 7.6 percent, 8.4 percent and 6.5 percent, indicating seasonal influences such as weather and student health. Bussed students fairly consistently showed better attendance patterns than non-bussed students, except during the snow periods when busses were running on alternate routes."[1]

[1] Henry J. Reed, Summary of the Final Report on Middle Schools, Seattle Public Schools (1972), p. 1.

A table of middle schools' absence and tardy rates has been included in Appendix "A" of this document.

Another indication of the affective development of middle school students is the degree of student involvement in school affairs and their general school spirit. One of the principals reported:

> "As the year progressed, one could see a noticeable increase in school spirit in both students and teachers. Students talked with more and more pride about Eckstein as their school. This was best exemplified when hardship came to our school via publicity in the newspapers and television. Many students, both Black and White, were upset and angry about the negative publicity that the school had received. They said that this was not fair or kind to give their school a bad name when, in fact, the students who were here were, for the most part, very fine people."[2]

To measure the cognitive growth of middle school students, the Metropolitan Achievement Test Battery (MAT) was administered in May, 1971 (pre-test) and May, 1972 (post-test). To compare the middle school students' test results with students in non-middle schools, the same battery of tests was administered to a selected group of students at Muir and Wedgwood elementary schools and Mercer and Whitman junior high schools. The MAT has three different forms as well as different levels. In May, 1971, Form G was used and in May, 1972, Form F was utilized. The intermediate level was used with grades 5 and 6 and the advanced level was used with seventh and eighth graders.

In analyzing the results, the 1972 test score data was reviewed to determine whether students gained, lost, or remained constant on national norms as compared to their individual scores on the 1971 tests. The score was deemed significant if it moved upward or downward by two or more units. The evaluation summary states, "If a student maintained a rate of growth commensurate with the national average for his stanine* during the past year, he would be counted in the 'no change' group; if he grew faster than the national average for his stanine, he would be counted in the 'gained group' and if he grew slower than the national average for his stanine, he would be counted in the 'decline' group."[3]

The general conclusions that were found in the test score analysis were:

> "1. The total reading scores in the control schools and in the middle schools showed slightly more students declining than gaining in stanine performance; both groups of schools were essentially equal in reading stanine gains and losses.

* The stanine is a normalized test score on a nine point scale where 1 is the lowest possible score and nine is the highest. A score of 5 is the average stanine score.

[2] Memorandum from Robert R. Gary, Eckstein Middle School, to Perry Wilkins, Director, dated June 29, 1972.

[3] Henry J. Reed, Middle Schools Achievement Testing, Department of Planning, Research, and Evaluation, Seattle Public Schools, 1971-72, p. 1.

"2. The total math scores in the control schools showed slightly more students declining than gaining in stanine performance, while the middle schools showed a large number of students declining in their total math performance. These large declines were found in all of the math subtests, including computation, concepts and problem solving."[4]

More specific conclusions included the following:

"1. There was no significant difference between the control and middle school groups on total reading performance.

"2. The control group did significantly better than the middle school group in total math performance, at all grade levels.

"3. Within the middle school group there were no significant differences between the voluntary transfer students and the local neighborhood students on either total reading or total math. However, the transfer students had slightly higher reading gains and slightly lower math gains than the local neighborhood students.

"4. Within the middle school group the White transfers had slightly higher gains in total reading and total math than the White local neighborhood students. Only one of these gains was significant (eighth grade total reading).

"5. Within the middle school group the performance of the Black transfers compared to the Black local neighborhood students was mixed. Although there were no significant differences between the groups, the Black transfers had slightly larger gains in Grade 6 and 8 total reading, and the Black local neighborhood students had slightly larger gains in Grade 7 total reading and Grade 6, 7 and 8 total math.

"6. The pre-test performance of the Black transfers and Black local neighborhood students was almost identical, showing that both groups began their middle school career with equal academic status."[5]

From the analysis of covariance* studies for the first year of middle school operation, it is evident that transfer students have tended to make larger gains than non-transfers in reading but these gains are not statistically significant.

The composite MAT scores are contained in the tables that follow. For a complete breakdown of the percentages of students showing gains, no change, or declines in stanine scores from 1971 (pre-test) to 1972 (post-test) by subject of Metropolitan Achievement Test, see Appendix "B" of this document. Additional discussion of the 1971-72 middle school student MAT test scores is contained in Part IV of this report.

* Analysis of covariance is a statistical technique for accounting for differences between groups at the beginning of a school year, so that performance at the end of the school year shows only the gains made during that year.

[4] Ibid., p. 2.

[5] Ibid., p. 2.

Curriculum Development and Organization

In general, middle school curriculum is characterized by individualization of instruction, multiethnic curricula offerings and an interdisciplinary thematic approach to learning. The 1971-72 evaluation goals that relate to this subcomponent are:

A. To develop and utilize individualized instructional curricula for the basic academic areas, interdisciplinary courses and extended learnings.

B. To incorporate multiethnic approaches and materials into all aspects of the curriculum.

C. To develop instructional management systems:[6]

1. Formulation of single discipline matrices.

2. Detailed listing of concepts and skills.

3. Training of staff in writing behavioral objectives.

4. Teacher writing teams formed.

5. Writing of alternative learning methods and individual packets.

The major accomplishment in the area of curriculum organization during the first year of operation was the development of a long-range plan incorporating the steps outlined in C. 1-5 above. A suggested timetable for middle school curriculum development has been included in Table IV-A. These ideas were contained in a planning document entitled "Design for Middle School Curriculum Development," Middle School Administration, Seattle Public Schools (November, 1971).

To facilitate the distribution of curricular materials and assist in curriculum development and implementation, a specialist was assigned to each middle school. In the course of the year, teachers were provided with in-service training in curriculum development and, by March, 1972, matrices of subject area disciplines had been developed.[7]

By the following month, the evaluation report, in describing the first year curriculum development, stated:

[6] These five steps of curriculum development are taken directly out of a planning document entitled "Design for Middle Schools Curriculum Development," Seattle Public Schools, November, 1971. It should be noted that these goals were not part of the first year evaluation goals, but were developed by the middle school administration during the initial part of the first year of middle school operation.

[7] Henry J. Reed, Summary of the Final Report on Middle Schools Submitted to Seattle Model Cities, Department of Planning, Research, and Evaluation, Seattle Public Schools (June, 1972), p. 1.

TABLE IV-A

MIDDLE SCHOOLS MEAN GRADE EQUIVALENT GAINS (1971-1972)
BY GRADE LEVEL AND BASIC SKILLS AREA
INCLUDING ALL STUDENTS WHO TOOK EITHER TEST

Grade	Total Reading	Total Math
6 (N=1059)	0.5	0.2
7 (N=1078)	1.2	0.5
8 (N= 892)	0.6	0.1

CONTROL SCHOOLS MEAN GRADE EQUIVALENT GAINS (1971-1972)
BY GRADE LEVEL AND BASIC SKILLS AREA
INCLUDING ALL STUDENTS WHO TOOK EITHER TEST

Grade	Total Reading	Total Math
6 (N= 132)	0.6	0.9
7 (N= 185)	1.4	1.4
8 (N= 537)	0.3	0.7

TABLE IV-B

METROPOLITAN ACHIEVEMENT TEST
RESULTS FOR SEATTLE MIDDLE SCHOOLS
MAY, 1972

School	Grade 6		Grade 7		Grade 8	
	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math
A - ECKSTEIN						
N =	406	393	504	476	551	529
Mean Raw Score	70	77	63	72	70	82
Mean Standard Score*	87	95	94	102	99	108
Mean Percentile**	62	56	66	62	62	60
B - HAMILTON						
N =	260	256	271	267	306	306
Mean Raw Score	65	68	54	57	60	69
Mean Standard Score	86	92	89	94	95	102
Mean Percentile	50	42	54	38	48	42
C - MEANY-MADRONA						
N =	338	334	295	295	271	258
Mean Raw Score	63	66	53	56	55	60
Mean Standard Score	86	91	88	95	89	97
Mean Percentile	46	38	50	38	38	32
D - WILSON						
N =	262	264	270	270	286	279
Mean Raw Score	63	67	53	58	60	70
Mean Standard Score	84	91	88	95	94	102
Mean Percentile	46	38	50	42	48	42

* The standard score is a normalized, continuous score developed by the test publisher that shows constant increments of gain from one test level to another; e.g., a gain of 10 standard score points in eighth grade reading represents an equal amount of gain in reading skill as a gain of 10 standard score points in fourth grade reading.

** The mean percentile is that percentile score on national norms that was attained by the average of the group tested; e.g., a mean percentile score of 55 means that 55% of the students on national norms scored below the average score of the tested group.

TABLE IV-C

METROPOLITAN ACHIEVEMENT TEST
RESULTS FOR SEATTLE CONTROL SCHOOLS
MAY, 1972

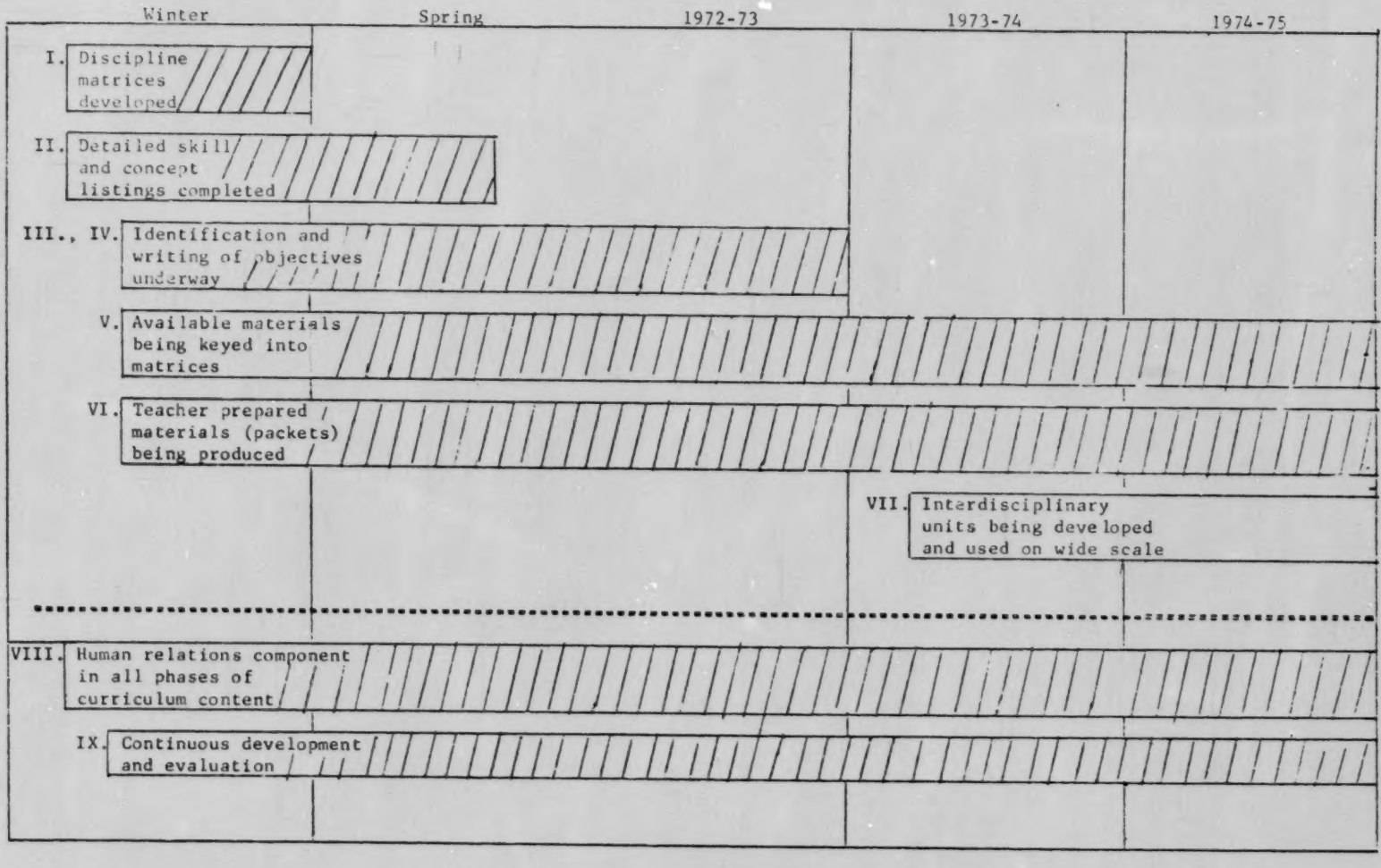
School	Grade 6		Grade 7		Grade 8	
	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math
A - MERCER						
N =	-	-	362	349	352	329
Mean Raw Score	-	-	53	67	58	74
Mean Standard Score*	-	-	88	101	92	105
Mean Percentile**	-	-	50	54	44	48
B - MUIR						
N =	111	112	-	-	-	-
Mean Raw Score	53	65	-	-	-	-
Mean Standard Score	78	89	-	-	-	-
Mean Percentile	32	36	-	-	-	-
C - WEDGWOOD						
N =	30	30	-	-	-	-
Mean Raw Score	72	86	-	-	-	-
Mean Standard Score	91	102	-	-	-	-
Mean Percentile	64	70	-	-	-	-
D - WHITMAN						
N =	-	-	248	267	291	278
Mean Raw Score	-	-	60	71	64	78
Mean Standard Score	-	-	93	102	95	106
Mean Bercentile	-	-	62	62	52	54

* The standard score is a normalized, continuous score developed by the test publisher that shows constant increments of gain from one test level to another; e.g., a gain of 10 standard score points in eighth grade reading represents an equal amount of gain in reading skill as a gain of 10 standard score points in fourth grade reading.

** The mean percentile is that percentile score on national norms that was attained by the average of the group tested; e.g., a mean percentile score of 55 means that 55% of the students on national norms scored below the average score of the tested group.

TABLE IVD

SUGGESTED TIMETABLE FOR MIDDLE SCHOOL CURRICULUM DEVELOPMENT


Winter
Spring
1972-73
1973-74
1974-75
I. Discipline matrices developed
II. Detailed skill and concept listings completed
III., IV. Identification and writing of objectives underway
V. Available materials being keyed into matrices
VI. Teacher prepared materials (packets) being produced
VII. Interdisciplinary units being developed and used on wide scale
VIII. Human relations component in all phases of curriculum content
IX. Continuous development and evaluation

Source: Design for Middle School Curriculum Development, Middle School Administration, Seattle Public Schools (Nov., 1971).

> "The detailed skill and concept listings were completed, writing of the objectives had begun, keying of commercial materials to matrices was in progress, and some individualized curriculum packages had been written. Teachers were prepared to work on the curriculum writing job to be done during the summer."[8]

According to the results of an administrative staff questionnaire, "a little over fifty percent of the total instructional time currently spent was involved in individualized instruction without the particular administrative areas for which each person responding was responsible," and "an estimate of eighty-one percent of the teachers in their administrative area had had an opportunity to participate in the matrix development."[9] Both these responses relate to the 1971-72 selected goals for middle school administration.

The response on a questionnaire administered to middle school teachers was similar:

> "About one-half the teacher's time was spent in individualized instruction according to the average response of 3.38,"[10] and nearly half the teachers said they had been involved in matrix development.

In the course of the year, there was a noticeable increase in the numbers of individuals involved in curriculum development.[11] Although this began to taper by April, 1972, as indicated in Table IV-E that follows, there was steady progress made in curriculum planning on the basis of a timeline outlined in the long-range curriculum design for middle schools.

Learning Packages. When the middle schools first opened, numerous packaged learning materials were made available as a means of introducing individualization in the curriculum. However, several problems arose, partially as a result of a perceived communication gap between centralized and decentralized curriculum planning. As stated in the "Curriculum Final Report," first year middle school evaluation:

> "A summer workshop had given faculties an overview of the nature of middle schools with which the appointed staffs could begin planning and setting their direction toward the accomplishment of school programs.
>
> "The workshop, strong on theory and philosophy, a necessary part of any major

[8] Ibid.

[9] Analysis of Final Evaluation Questionnaire Given to Middle School Administrative Staff in May, 1972, as contained in the Final Report on Educational Programs funded by Seattle Model Cities Program for the 1971-72 school year (including May-June report).

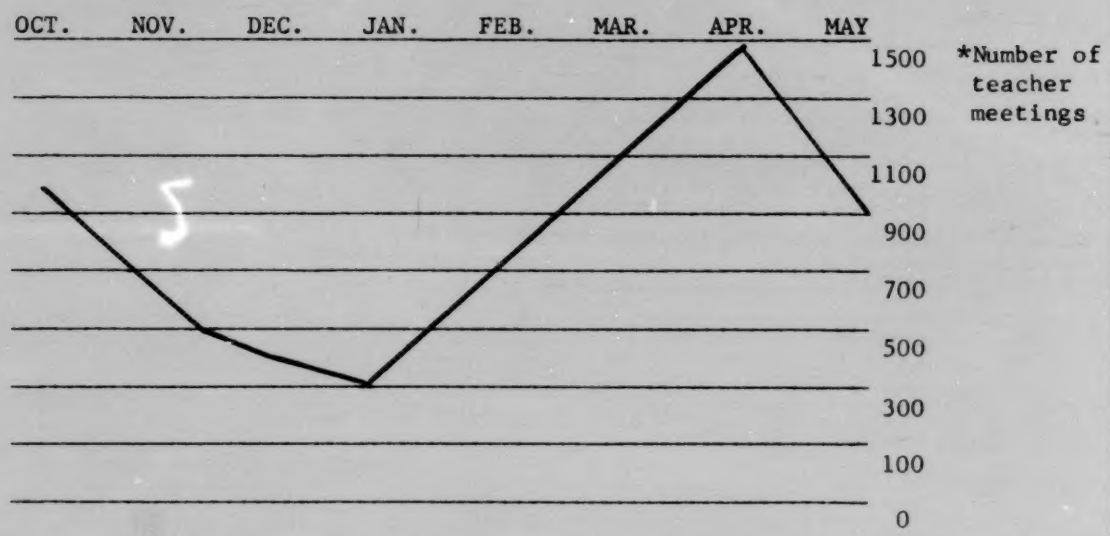
[10] Ibid.

[11] "Curriculum Final Report," as contained in the Final Report on Educational Programs funded by Seattle Model Cities Program for the 1971-72 school year (including May-June final report).

TABLE IV-E

SUMMARY OF MEETINGS AND STAFF ATTENDANCE

FOR ALL MIDDLE SCHOOLS FOR YEAR 1971-72



Source: Final Report on Educational Programs funded in part by Seattle Model Cities program for the 1971-72 school year (including May-June 12 report).

* Number of meetings and staff attendance at each meeting.

> educational venture, also gave significant effort to human relations in a workshop at Seattle University. Curriculum development was virtually non-existent. In the absence of efforts in this direction, certain misunderstandings between middle schools and the central office came about. There was a persistent belief that first year curricula had been worked out and the schools had only to put this into effect. This may have grown from the selection and purchase of prepared materials (CPL, IPI, SRA, etc.) which, according to description, would supply the necessary core to basics and science education. There was a feeling on the part of most curriculum planners that with a sound philosophy the schools would develop their own curricula. The two beliefs lacked resolution during the summer. Faculties faced the issue of curriculum development during the opening of school. There were packaged materials available, but not enough for individualization except on a small scale. Further, these kits had yet to be integrated into special curricular areas, and into the curriculum as a whole."[12]

In addition to these instructional learning "packages" referred to in the above paragraph, the middle school staff was involved, in varying degrees, in the development of their own units or modules of learning. It was often necessary, however, to develop subject area matrices prior to developing in-house learning materials or effectively utilizing pre-packaged instructional units.

Multiethnic Curricula. As stated in the first year evaluation report for middle schools, "multiethnic studies at the beginning of the year were dependent upon courses already existing in the junior high curriculum which were more or less dealing with ethnic aspects of man, e.g., geography, history."[13] Important multiethnic materials used during the first year of middle schools are contained in Table IV-F.

Although the first year evaluation indicated a need to work out many details of curriculum development, it was stated that the planned objectives, as outlined in the "Design for Middle School Curriculum Development, November, 1971," had been reached.[14]

In part, this may have been aided by the support given to curriculum changes and the role of the middle school curriculum specialists by middle school staff members. According to the analysis of a staff questionnaire administered during the 1971-72 school year to eighty-seven staff members of five middle schools (Eckstein, Hamilton, Madrona, Meany and Wilson) and the middle schools office:*

*Fifty-five of the questionnaires were returned, representing a sixty-one percent return.

[12] "Curriculum Final Report," as contained in Final Report on Educational Programs funded, in part, by Seattle Model Cities Program for the 1971-72 school year (including May-June 12 report), p. 1.

[13] Ibid.

[14] Ibid., p. 19.

TABLE IV-F

COURSE TITLE OR NATURE OF MULTIETHNIC MATERIAL

	Eckstein	Hamilton	Meany/ Madrona	Wilson
Man, A Course of Study			x	
We Are Black	x		x	
Black Literature	x	x	x	x
Afro-American Heritage Collection				x
Scope Magazine				x
Holt Impact Series				x
SRA We Are Black	x			
Minority History	x	x		
Minority Literature		x		
Poetry Unit			x	
African Drum Ensemble	x			
American Minority Relations	x			
Color of Man	x	x	x	x
Ghetto				x
Washington State Indians				x
American Literature (has minority sections)				x
Countries and Cultures			x	
The Search		x		

Source: Final Report on Educational Programs funded, in part, by Seattle Model Cities program for the 1971-72 school year (including May-June 12 report).

"The predominant staff attitude toward the present efforts in curricular and instructional innovation was one of cooperation, openness and willingness to participate in innovation. The average, in all areas and schools, seemed to agree with this (3.8) with less variation in response than on the other questions. The curriculum specialist was rated uniformly as an essential staff position. This question received the highest average positive rating of any on the questionnaire."[15]

Staff Development

The area of staff development refers to activities; such as, team teaching, in-service training programs in human relations and curriculum development, and new staff roles and learning strategies. First year evaluation goals that relate to these activities include:

A. To increase positive and interpersonal interactions, especially positive cross-ethnic attitudes toward students.

B. To provide in-service teacher training in individualized instruction, use of new curricula, program evaluation and planning.

During the summer of 1971, prior to the opening of the four middle schools involved in Phase I desegregation, 150 teachers and approximately 30 parents were involved in human relations staff development, instructional management and staff orientation training programs. The four primary objectives that the workshop (held from June 14-29, 1971) concentrated on were:

"1. To develop an individualized approach recognizing each child as an individual with stress on strong self-concept and concept of others.

"2. To implement curriculum revision.

   a. To provide updated offerings including multiethnic approaches in all areas.

   b. Alternative curriculum to meet a wide range of needs.

   c. Programmed curriculum with progress measures built in to provide accountability.

"3. To redefine the teaching function to a non-directive role with emphasis on self-motivated learning activities with the child an active participant in his own education--decision making, learning and evaluation.

[15] Analysis of Final Evaluation Questionnaire Given to Middle School Administrative Staff in May, 1972, as contained in the Final Report on Educational Programs funded, in part, by Seattle Model Cities Program for the 1971-72 school year (including May-June 12 report).

"4. To reorganize staff in the form of interdisciplinary teams for program planning and teaching, and to extend the counseling responsibility to all staff."[16]

In evaluating the extent to which the workshop made progress in achieving these objectives, it was determined that:

1. The first objective could not be attained until the middle schools were in actual operation.

2. That relative to attaining objective #2, "a single presentation on the writing of behavioral objectives, no matter how effective, can do very little toward providing a 'programmed curriculum with progress measures built in to provide accountability.'"[17]

3. That objective #3 could be better evaluated once middle schools were in operation, and

4. That relative to objective #4, the presentation of the use of paraprofessionals received very high ratings from the participants.

In the course of the 1971-72 school year, in-service training focused on human relations, staff development and the evolution of the role of the student service workers.

Human Relations. The four middle schools offered several workshops to their staff members throughout the first year of middle school operation involving human relations training. Attention was given to understanding life in the ghetto as well as the "Black experience." This effort was directed toward staff members only; however, it was suggested that students should also be involved in such training in the future. A questionnaire, administered to 87 professional administrative middle school staff members, as well as the middle schools office, indicated the need for more effective human relations programs in the future.[18] For point of reference, the questionnaire has been included as Appendix "C" of this document. A similar questionnaire, administered to middle school teachers, resulted in similar conclusions.

Another workshop, involving 50 middle school teachers, was conducted in late summer, 1971, which focused on teacher effectiveness training. The primary focus of the workshop was to increase interpersonal communications skills, as well as their ability to listen to the concerns expressed by middle school students.

[16] Henry J. Reed, Analysis of Staff Development and Instructional Management Evaluation Questionnaire, Department of Planning, Research, and Evaluation, Seattle Public Schools (July 8, 1971), p. 4.

[17] Ibid.

[18] Ibid.

The Seabeck Leadership Training Program, held from June 21-23, 1971, was another attempt at providing human relations experiences. The program, which involved 98 middle school students, aimed at:

> "1. Developing leadership qualities in the participating students.
>
> "2. Developing positive attitudes towards members of the opposite race.
>
> "3. Developing the above-stated objectives so as to be continued throughout the year to influence all students involved in desegregation."[19]

The program was highlighted by a camping experience, as well as other outdoor activities.

In addition to these efforts, a human relations specialist was assigned to each middle school during their first year in operation.

Team Teaching. According to the evaluation analysis contained in the "Final Curriculum Report," "a number of conditions slowed down the development of team teaching during the year, chief among which was reorganization, insufficient release time for adequate team planning and priorities for curriculum planning. Whether or not one could team teach in a junior high setting is immaterial; it was important that the program be reshaped first, then to work out methods for team approaches."[20] This interpretation was lent additional support by the results of the middle school staff questionnaire administered in May, 1972. From the administrator's point of view:

> "within their administrative area, it was estimated that close to 20 percent of the instructional time was spent in team teaching."[21]

Similarly, on the teachers' questionnaire:

> "this item (percentage of team teaching) had the lowest response averaging only 1.65 with more than three-fourths of the teachers estimating less than half of their instructional time so spent."[22]

19 Patricia Green, Coordinator, Seabeck Leadership Training Program, Seattle Public Schools, June 16-30, 1971.

20 "Curriculum Final Report," as contained in Final Report on Educational Programs funded, in part, by Seattle Model Cities Program for the 1971-72 school year (including May-June 12 report).

21 Henry J. Reed, Analysis of Final Evaluation Questionnaire Given to the Middle School Administrative Staff in May, 1972, Department of Planning, Research, and Evaluation, Seattle Public Schools.

22 Henry J. Reed, Middle Schools - Professional Staff Final Questionnaire Teachers' Form, 1971-72, p. 2.

Counselor Training. One of the role changes to be effected on middle schools involved teachers becoming more involved in activities formerly assigned to counselors and the latter group expanding to become student service workers with a variety of responsibilities. According to the evaluation of these changes:

> "During the 1971-72 school year, very little was done to redirect the traditional roles of teachers and counselors, as was outlined in the original middle school planning documents. The findings of this study showed that student service workers:
>
> - Divided their time almost equally between groups and individuals.
> - Spend more than one-half of their time with students.
> - Spend about one-third of their time with other school staff.
> - Spend only small percentages of their time with parents and community in office work, in classroom visits and other activities.
>
> "Middle school student service workers functioned during the 1971-72 school year in a traditional junior high school role."[23]

In-Service Training. In response to the question, "What has been the value of in-service training to middle school development this year?" the average response of the middle school administrators was 3.8, indicating that "in-service training was useful but not essential to the school program."[24] The average response of teachers was 3.71, indicating that such training had been "useful but not essential."[25]

Organizational Changes - Internal

To facilitate implementation of middle school ideas, there are a number of internal organizational changes described in the previous section entitled "Prototype Middle School Model" that must be made. Some of these include: administrative reorganization; restructuring the curriculum to allow for demand scheduling, nongraded classes, a variety of flexible learning environments; establishment of a house plan involving teams of teachers; and changes in staff roles. During the first year of middle school operation, there were no goals developed for the

[23] Henry J. Reed, Summary of the Final Report on Middle Schools Submitted to Seattle Model Cities Program, Department of Planning Research and Evaluation, Seattle Public Schools (June, 1972), p. 2-3.

[24] Analysis of Final Evaluation Questionnaire Given to Middle School Administrative Staff in May, 1972, as contained in the Final Report on Educational Programs funded by Seattle Model Cities Program for the 1971-72 school year (including May-June 12 report).

[25] Ibid.

purpose of evaluation that related specifically to this category. However, many of the changes mentioned above did occur, in varying degrees, in all four of the middle schools involved in Phase I desegregation.

One of the middle school principals wrote:

> "The adoption of the House Plan, which involved the following concepts, were accomplished. Three academic houses, each house was composed of a cross section 6, 7, 8 grouped heterogeneously with consideration given the child's needs. Language Arts, Social Studies, Reading, Mathematics and Foreign Language were taught within each house according to geographic locations. Team teaching within each house was interdisciplinary, working closely with the supportive areas of the LRC, Unified Arts, Music and Physical Education. Some teams used individualized instruction, flexible scheduling and a multi-media approach to learning. Each house had a curriculum-oriented House Administrator and a Counselor in addition to the teaching team, Human Relation Aides and Teacher's Aides. They worked closely with the teaching team in proper student guidance and curriculum planning. Special conference areas to provide privacy for teacher, student, counselor - student, teacher, parent and team teaching team discussions were developed."[26]

A questionnaire administered to middle school administrators and teachers provided additional information relative to internal organizational changes that occurred in middle schools during 1971-72. From the administrators' point of view:

> "The response to the question of the present administrative organization, including the student grade levels and the houses or cluster concept of the middle schools, was divided between the opinion that it was working well, with only minor improvements needed, and the opinion that it had been adequate but that some important changes were needed. Wilson and Madrona had the highest responses to the question, while Eckstein felt that the program had been only adequate. Principals, as a group, tended to rate this one slightly higher although there was not one wide variation among the other groups.
>
> "Team organization tended to evoke the same response as administrative organization; it was evenly divided between the opinion that it works well with only minor improvements needed, and the opinion that the organization had been adequate, but that some important changes are needed. Meany and Wilson gave this a rating of working well, while Madrona felt that it was only adequate. Principals tended to have the highest response to this

[26] Memorandum from Robert R. Gary, Principal, Eckstein Middle School, to Perry Wilkins, Director, Middle Schools, on June 29, 1972, as contained in Final Report on Educational Programs funded, in part, by Seattle Model Cities Program for the 1971-72 school year (including May-June 12 report).

question, with a rating of working well."[27]

The middle school teachers, in responding to a similar questionnaire, felt that administration organization was "adequate but some important changes were needed."[28] At the same time, their opinion toward team organization was low.

Organizational Changes - External

In addition to the internal organizational changes discussed in the previous section, there are often changes in middle schools of a more external nature. Many of these changes occur in the area of community relations and facilities. Evaluation goals for 1971-72 that relate to this category are:

A. To increase positive intergroup interactions.

B. To increase parent interest and involvement in the program.

C. To establish and utilize linkages with Seattle Public Schools and community agencies for implementation of program objectives.

Community Relations. In addition to the human relations workshops discussed earlier, during May and June, 1971, middle school parents and teachers participated in human relations training which focused on developing greater awareness and skills in communicating with persons of a different ethnic group. In evaluating the training program, it was determined that:

> "Parent participants and group leaders strongly support further effectiveness training for other parents, teachers, administrators, and students."[29]

During the summer, five middle school human relations workshops for parents were conducted from June 28, 1971, through July 30, 1971. The specific goals and objectives of the workshops were:

"A. To develop specific recommendations for meaningful parental involvement in communication and human relations programs for middle schools.

[27] Analysis of Final Evaluation Questionnaire Given to the Middle School Administrative Staff in May, 1972, as contained in the Final Report on Educational Programs funded, in part, by Seattle Model Cities Program for the 1971-72 school year (including May-June 12 report).

[28] Analysis of Final Evaluation Questionnaire Given to the Middle School Teachers in May, 1972, as contained in the Final Report on Educational Programs funded, in part, by Seattle Model Cities Program for the 1971-72 school year (including May-June 12 report).

[29] Hal Reasby and David Powell, Interim Evaluation of Parent and Teacher Effectiveness Training, Research Office, Seattle Public Schools (July, 1971).

"B. To develop methods of implementing recommendations.

"C. To develop specific ways in which recommended programs will spiral to include increasing numbers of parents.

"D. To provide community leadership to insure implementation of recommendations.

"E. To establish effective evaluative process."[30]

In the course of the year, there were numerous activities involving the PTA units as well as the area advisory councils. An example of parent involvement is given in a memorandum from one of the middle school principals:

> "The Meany parents planned and prepared an International Dinner. Proceeds from the dinner were used to provide scholarships for eighth graders desiring to participate in the Outdoor Education Field Trip."[31]

Additionally, every middle school had a building advisory committee on which parents participated to review building policies and evaluation plans and to advise the principal on community-related matters.

It is possible to ascertain middle school administrators' and teachers' attitudes toward parent involvement in middle school activities by selected responses on a staff questionnaire administered during the end of the first year of middle school operation.

From the administrators' point of view:

> "The average opinion (4.5) rated parent involvement as nearly essential to the school program. Many of the comments indicated the need for more volunteer services in the classroom."[32]

The teachers' responses were similar:

> "This item (opinion of parent involvement) received the highest average rating of all categories given as 'essential to the school' an affirmation of community response."[33]

[30] Ms. Gwendolyn A. Jarrett, Ms. Rita H. Selin, and Ronald B. Jarrett, Recommendation for Improving Human Relations and Communication at the Middle School Level, Seattle Public Schools (August, 1971).

[31] Mona Bailey, Middle School Monthly Administration Report, Seattle Public Schools (June 12, 1972).

[32] Analysis of Final Evaluation Questionnaire Given to the Middle School Administrative Staff in May, 1972, as contained in the Final Report on Educational Programs funded, in part, by Seattle Model Cities programs for the 1971-72 school year.

[33] Analysis of Final Evaluation Questionnaire Given to the Middle School Teachers in May, 1972, as contained in the Final Report on Educational Programs funded, in part by Seattle Model Cities programs for the 1971-72 school year.

PART V - MIDDLE SCHOOL EVALUATION, 1972-73

During the second year that the four middle schools were in operation (1972-73), a new set of goals was selected for evaluation. As in the previous part, the goals and evaluation analysis that follow are presented within the context of the five subcomponents of the middle school model described in Part III: student progress; curriculum development and organization; staff development; internal, and external organizational changes.

Student Progress. The two goals selected for middle school evaluation during 1972-73 that can be related to the cognitive and affective development of students in middle schools are:

- To provide an academic and social environment that will be perceived by each student as offering an equality of opportunity with a minimum of negative or condescending feelings and attitudes.

- To improve the basic skills achievement to a level that will enable students to function effectively at the secondary level.

To evaluate the affective development of middle school students during the 1972-73 school year, several surveys, measuring student opinion toward themselves, their peers, their school environment and their curriculum, were conducted.

Student Opinion Survey, 1973. One of these, an opinion survey, was administered to all students in Eckstein, Hamilton, Meany-Madrona and Wilson middle schools in December and January, 1972-73. The survey specifically attempted to collect data that would aid management in making decisions about middle schools and provide base line information for evaluative purposes.[1] The survey had a response rate of 79 percent. A copy of the instrument used is included as Appendix D of this document. The general conclusions obtained from the student survey relative to the affective growth of middle school students were:

"1. The most positive responses about the middle school environment were in the area of peer opinion and peer interaction. The middle schools have succeeded in creating a social environment which students have rated as the most positive part of their middle school experience.

"2. Pupil ratings of the academic aspects of middle schools, including basic skills classes, elective classes, learning packets, and pupil progress reports, also showed positive opinions were held, although the opinions were not as positive as for the social environment.

[1] Henry J. Reed, Wilma Hedden, Summary of Results of Middle Schools Student Opinion Survey, Seattle Public Schools (June, 1973).

"3. Student opinion of busses, as expressed by those students who actually rode the busses, was neutral. There was neither a strong like nor a strong dislike for the bussing experience. There was no weight of student opinion against bussing that would indicate that the program should be discontinued because of opinion of the participants.

"4. Students showed very high ratings on the factor 'How well I do' and very low ratings on 'Degree of alienation,' indicating that the middle school environment has successfully fostered a positive self-concept among students."[2]

Basic Skills Student Opinion Survey, 1973. Another survey, administered in May, 1973, examined student attitudes, specifically toward the area of basic skills mathematics. Surveys were also administered to a selected group of teachers and administrators to determine their opinions in the same area. For the purpose of comparison, students in two junior highs, designated as "control schools," were also administered the survey so that comparisons could be made. The numbers participating from each group were as follows:[3]

Respondents	Middle School Number	Control Schools Number
Students	3,043	1,141
Teachers & administrators	72	17
Total	4,115	1,158

In summarizing the results of the middle school student mathematics survey, it was found that:

"Middle school students tended to express more favorable attitudes toward the learning environment than did a comparable group of control students. The tendency to respond favorably to the educational experience was characteristic of both the class paced and individualized instruction students. Overall, students involved in the middle school individualized instruction program were more favorable toward their curriculum than all other comparison groups.

"Generally, the middle school student held a more favorable attitude toward mathematics and the manner in which it was taught than did the control students. They also were more likely to agree that their experience helped them learn mathematics better and improved their chances for success in future mathematics classes. They were more willing to attend mathematics

[2] Ibid.

[3] John McCandless, Donald Hunt, Summary of Basic Skills Mathematics Surveys Given to Students, Teachers, and Administrators in Middle Schools and Control Schools, Seattle Public Schools (May, 1973).

classes of similar structure and curriculum content. It would appear that both the pacing and subject sequencing of mathematics materials had a more favorable effect upon the middle school students than upon the control students."[4]

More specific conclusions relative to student attitudes toward mathematics before and after 1972-73 were as follows:

- "Middle school students tend to have more favorable attitudes about mathematics than a comparable control group.
- "When curricula were compared, students in individualized instruction tended to like mathematics more than those students in class paced situations. These findings were basically the same between middle and control school students.
- "Middle school students tended to agree more that their mathematics experience this year will help them perform better in future mathematics classes than a comparable group of control students.
- "Middle school students stated that they would be more willing to attend a similar type of mathematics class experience this year than a comparable group of control students.
- "When curricula were compared, middle school students were 23.8% more favorable toward taking another mathematics class than the control students.
- "Middle school students in individualized mathematics instruction were more willing to take another mathematics class than middle school students involved in a class paced situation. These two groups in turn were more willing to participate in another mathematics class than comparable controls in both individualized and class paced instruction.
- "Beyond question, middle school students in both individualized instruction and class paced mathematics curricula believed more than comparable controls that they were allowed to work at a pace or rate different from most other students in the class.
- "Middle school students regardless of curriculum tended to believe more than control students that working at a pace different from most other students helped them to understand mathematics better.
- "Individualized instruction students tended to express this feeling more than class paced students and middle school individualized instruction students were stronger in their feeling about self paced learning.
- "Middle school students involved in both curricula, individualized instruction and class paced, felt stronger toward, given the choice, taking another

[4] Ibid.

class where the student could work at a pace or rate different from other students.

- "Middle school students using either class paced or individualized curricula agreed more than comparable controls that their ability to learn mathematics had improved during the 1972-73 school year. As with previous trends, students in the middle school individualized instruction curriculum expressed the most positive beliefs about improved learning.

- "Not only pacing but length of sequence of learning time would appear to have a significant effect upon student attitudes. Middle school students reported not only fewer mathematics class periods scheduled during the week but the average length of class time was shorter for middle school students when compared to controls.

- "When asked what changes in the mathematics class the student would make, middle school students tended to indicate class noise as something that needed changing."[5]

Student Involvement in School Activities. Another area that might be indicative of student development in the affective area is the degree of student involvement in school activities. Specific middle school activities used to measure student participation, by school, include club activities (ski club, horsemanship, chess, intramurals and special events; such as, Negro History and Brotherhood Week, dance, and the holiday decoration contest). In general, as indicated on Tables V A-D that follow, minority participation increased steadily from January through March, with a tapering off of student participation by the end of the year.[6] Further documentation of student participation in club and social activities is contained in Appendix E of this document.

[5] Ibid.

[6] Delmar Nordquist, Analysis of Monthly Tally of Students in Club and Social Activities by Ethnic Groups--White, Black, Asian, and Other, Seattle Public Schools (June, 1973).

TABLES V A-D

SUMMARY OF ETHNIC PARTICIPATION IN SCHOOL

EXTRACURRICULAR ACTIVITIES BY MONTH

1972-73

Source: Department of Planning, Research, and Evaluation, Seattle Public Schools

TABLE V-A

SUMMARY OF ETHNIC PARTICIPATION IN SCHOOL

EXTRACURRICULAR ACTIVITIES BY MONTH

ECKSTEIN 1972-73

Code: White _____

Black __.__.__

Asian .....

Other __ __ __ __

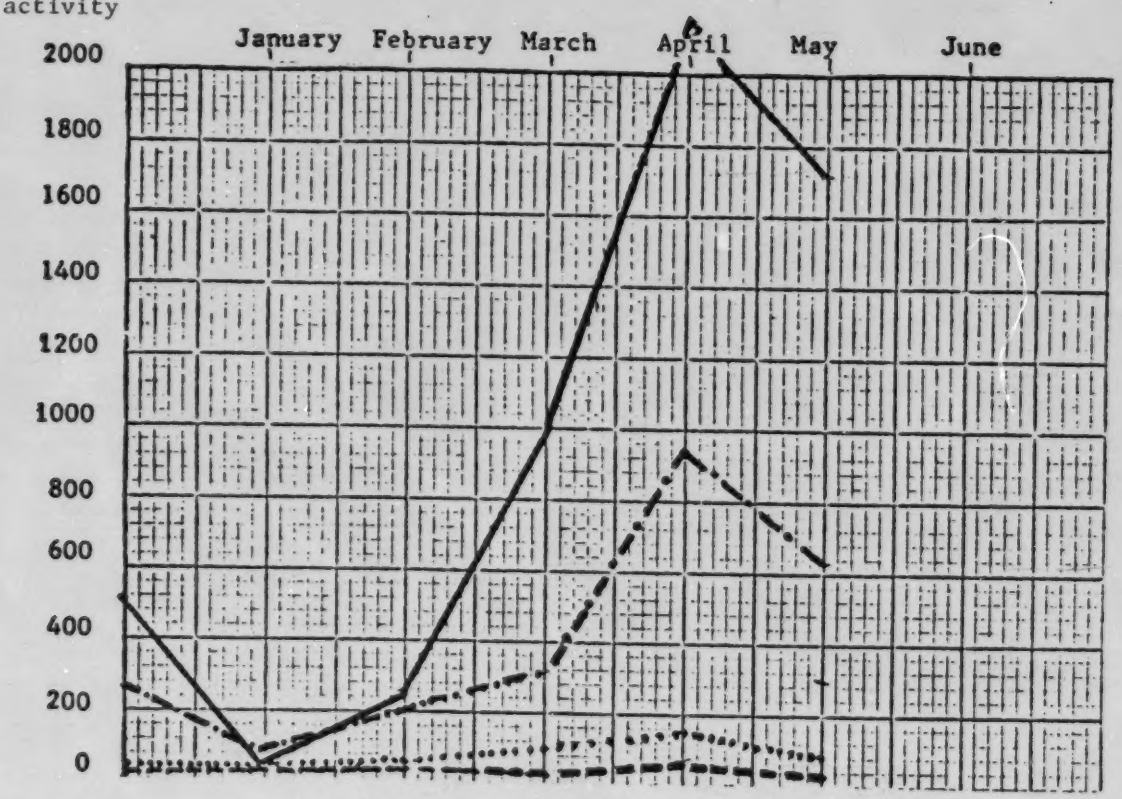


TABLE V-B

SUMMARY OF ETHNIC PARTICIPATION IN SCHOOL

EXTRACURRICULAR ACTIVITIES BY MONTH

HAMILTON 1972-73

Code: White _____

Black __.__.__

Asian .....

Other __ __ __ __

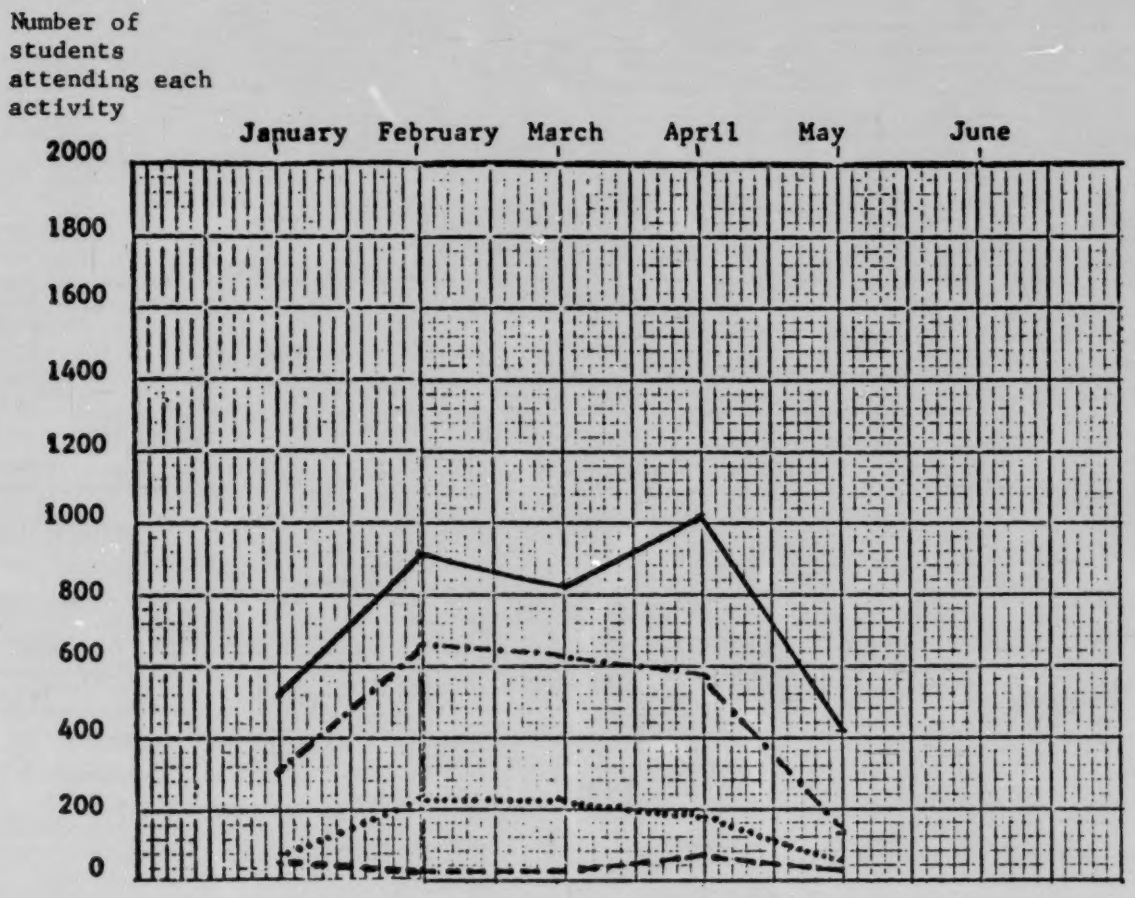


TABLE V-C

SUMMARY OF ETHNIC PARTICIPATION IN SCHOOL

EXTRACURRICULAR ACTIVITIES BY MONTH

MEANY-MADRONA 1972-73

Code: White _____

Black __.__.__

Asian .....

Other __ __ __

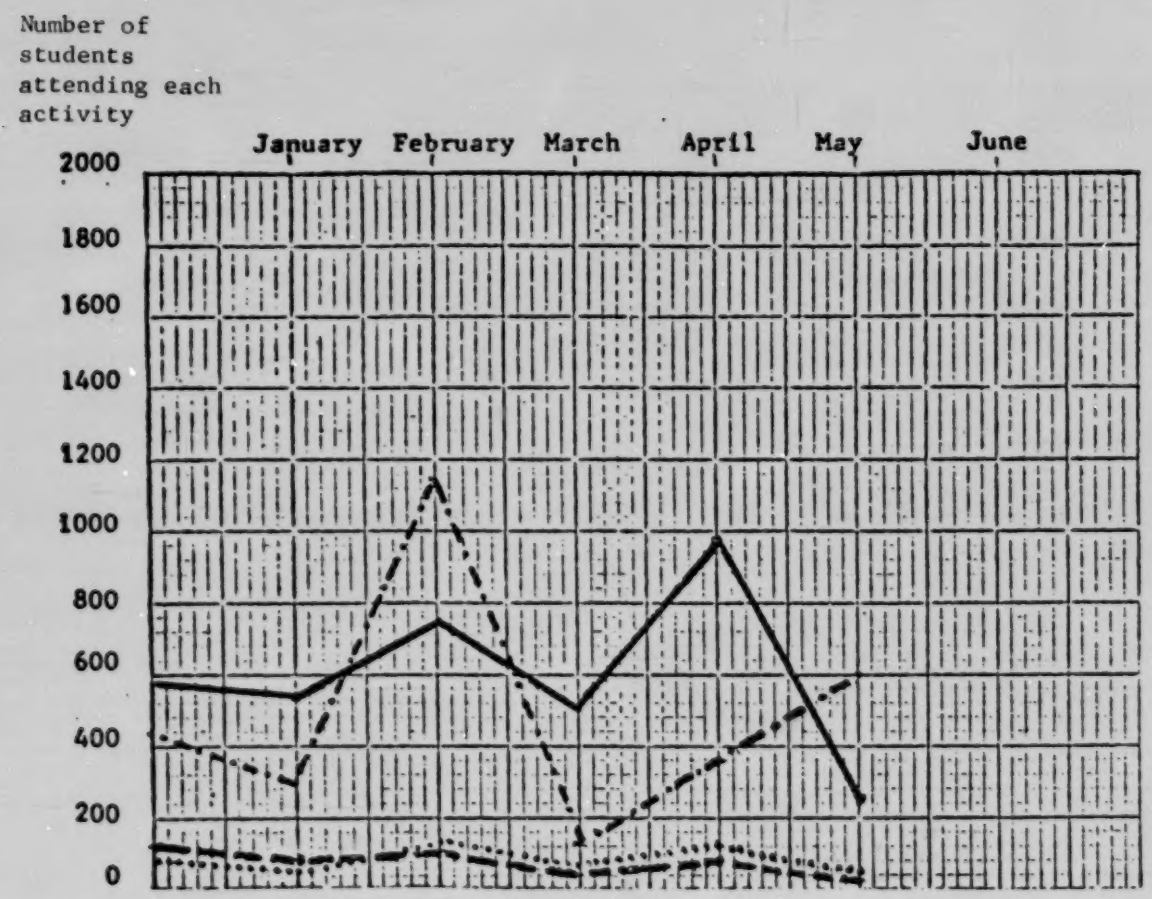


TABLE V-D

SUMMARY OF ETHNIC PARTICIPATION IN SCHOOL

EXTRACURRICULAR ACTIVITIES BY MONTH

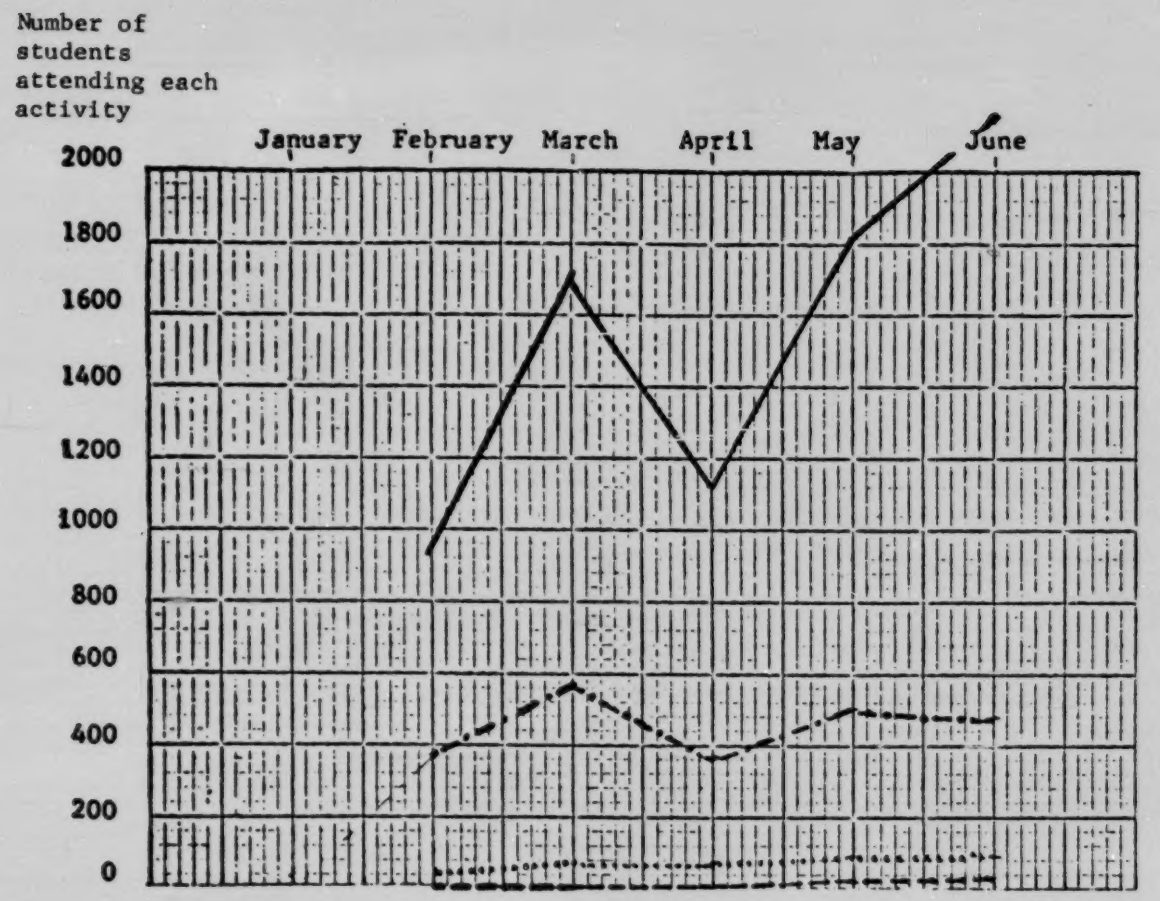
WILSON 1972-73

Code: White _____

Black _ • _ • _

Asian .....

Other _ _ _



Attendance Patterns 1972-73. Another source of data used to evaluate the affective growth of middle school students was attendance records. In general, the following conclusions regarding attendance were made:

"1. Middle schools reduced absences for the year. The yearly absence rate for all middle schools was 5.6%, down 1.5% from the previous year. All but Hamilton had a lower absence rate (Hamilton rose 1.2%). The most outstanding decline was at Meany-Madrona A, with a drop of 7.2% this year.

"2. Middle schools showed better attendance patterns for the year than the control schools (Whitman and Mercer). Compared to the annual absence rate for middle schools (5.6%), the control schools were 2.8% higher.

"3. Trends in absenteeism in middle schools was down, while that in the control schools were up. (Whitman absences increased 1.5%; Mercer increased .9%.)

"4. The tardy rate declined for the middle schools as compared with last year (1.6%). No data was available from the control schools.

The efforts on the part of each middle school to maintain attendance checks for the year have been invaluable. The attendance monitors in each school are to be commended for their efforts in making this study possible. From their comments and recommendations, it will be possible to design a more effective system."[7]

A summary of attendance for all middle schools, including a percentage of absences for 1971-72 compared to 1972-73, is included in Appendix F of this document.

Metropolitan Achievement Testing 1972-73. The second dimension of student progress to be reviewed is the cognitive area. The primary indicator used to evaluate whether the goal, "To improve the basic skills achievement to a level that will enable students to function effectively at the secondary level," was met during 1972-73 was the Metropolitan Achievement Test. All middle school students received the MAT pre-test (Form H) in October, 1972, and the MAT post-test (Form G) in May, 1973. A similar group of students at Muir and Wedgwood Elementary Schools and Mercer and Whitman Junior High Schools received the same test in order to obtain comparative data.*

* Note: It should be noted, as stated in the evaluation, "A true experimental design was not attempted for this study because of the impossibility of assigning students randomly to an experimental or control treatment group. Nevertheless, valuable information was gained by using the quasi-experiment or comparison technique."

[7] Delmar Nordquist, Middle School Attendance Patterns for the School Year 1972-73 Compared with Whitman and Mercer, Department of Planning, Research, and Evaluation, Seattle Public Schools (September, 1973).

The completed test scores are contained in Appendix G. In analyzing these scores, the following process was used:

> "The May, 1973 test score data were analyzed to show what percentages of students gained or lost or maintained a constant rate of progress on national norms as compared to their individual scores from October, 1972. The stanine score was used for this analysis because it best accounts for the possible error of measurement inherent in an individual's score. Individual changes of ± one stanine or less are not considered significant; to be significant, the stanine score must change upward or downward by at least two units. Thus, to translate the stated objective into functional mathematics, the percentages of students who changed their stanine scores between pre-test and post-test were calculated. Thus, if a student maintained a rate of growth commensurate with the national average for his stanine during the past year, he would be counted in the "no change" group; if he grew faster than the national average for his stanine, he would be counted in the "gain" group; and if he grew slower than the national average for his stanine, he would be counted in the "decline" group. This technique is somewhat analogous to the advance/decline index on stock market reports--it is desirable to have more students gaining than declining."[8]

Four general conclusions obtained from these scores were:

- "The total reading scores in both the control schools and in the middle schools showed a larger percentage of students declining than gaining in stanine performance in the sixth grade, but a larger percentage of students gaining than declining in the seventh and eighth grades. Taken as a whole, both groups of schools were essentially equal in reading stanine gains and losses.

- "The total math scores in the control schools and middle schools showed more students gaining than declining in stanine performance in all grade levels. The middle schools showed a larger percentage of students gaining in their total math performance than did the control schools. These large gains were found in all of the math subtests, including computation, concepts, and problem solving, with the exception of sixth grade computation and concepts. The math subtests showed the largest gains of any of the academic areas.

- "The language subtest scores in all schools and in all grade levels showed much larger percentages of students declining than gaining. Of all the various subtests, the language subtest revealed the greatest declines in student performance in comparison to national norms.

- "The spelling subtest showed declines in stanine performance in all schools and in all grade levels, but not as large declines as the language subtests."[9]

Metropolitan Achievement Test Score Trends 1972-73. In analyzing changes in MAT test scores between 1971-72 and 1972-73, it is important to keep in mind that the

[8] Henry J. Reed, Middle Schools Achievement Testing 1972-73, Department of Planning, Research and Evaluation, Seattle Public Schools (September, 1973).

[9] Ibid.

scores between individual buildings cannot be analyzed as a result of transfer shifts. However, the Evaluation Office, Seattle Public Schools, did examine the entire middle school and control population changes to determine general trends, with the following caution: "1971-72 eighth graders were not in those schools in 1972-73. Also, 1972-73 sixth graders were not a part of the 1971-72 testing program. Thus each of the groups for whom summary scores are presented is composed of a somewhat different set of students because of the effects of student mobility."[10]

From the data presented on Table V-E that follows, it was possible to make the following statements regarding trends in MAT scores from 1971-72 to 1972-73:

"1. Seventh grade scores in both middle schools and control schools in May, 1971, and May, 1972, were unusually high and showed large drops as these students progressed to the eighth grade. This phenomenon is unexplained but suggests some inaccuracy in the test publisher's national norms.

"2. Middle school student performance in academic basic skills has, in nearly all cases, been at or above national norms. Because the middle schools' population is representative of the city-wide student population of Grades 6-8, i.e., the middle school population is very diverse on variables such as ethnicity, socioeconomic level, and student achievement, the student performance on the Metropolitan Achievement Test is adequate by national standards. It must be concluded that the objective, 'To improve the Basic Skills achievement to a level that will enable students to function effectively at the secondary level,' is being met in comparison with national standards."[11]

Curriculum Development and Organization

The 1972-73 evaluation goals that can be related to the area of curriculum development and organization are:

- To provide each student with an educational program that ensures minimal skills mastery, a feeling of successful educational accomplishment, positive attitudes toward learning and positive attitudes toward self.

- To further develop and implement comprehensive evaluation techniques for determining pupil progress, program success and quality of instruction.

- An expanded exploratory curriculum component designed to broaden student cognitive and affective educational opportunities will be developed and implemented in all middle schools.

- To provide all students with the knowledge and experience which will assist them to communicate and function on a multiracial environment.

[10] Ibid.

[11] Ibid.

TABLE V-E

MEAN PERCENTILES, 1971-73*

	May, 1971		May, 1972		Oct., 1972		May, 1973	
	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math
Middle Schools								
Grade 5	62	66	--	--	--	--	--	--
6	54	58	54	48	52	46	51	51
7	66	68	60	52	58	48	59	54
8	--	--	56	52	48	40	52	50
Control Schools								
Grade 5	48	54	--	--	--	--	--	--
6	50	46	46	51	45	42	41	44
7	60	54	66	61	48	48	50	48
8	--	--	50	51	47	41	47	46

* Shifting student populations makes the longitudinal analysis of test scores a very complex job. One solution would be to use only those students' scores who were present for all tests--but even this technique has the effect of biasing the scores in an upward direction.

Source: Department of Planning, Research, and Evaluation, Seattle Public Schools (September, 1973).

- To expand and improve the curriculum and instructional processes to provide more and better quality individualization of instruction and interdisciplinary curriculum design.

- To increase student awareness of their aptitudes, capabilities and interests through exploration of career opportunities.

According to the evaluation analysis, development in the curriculum area was one of the most important thrusts in the middle schools. Prior to the opening of the 1972-73 school year, a summer writing workshop, funded by Model Cities, involved instruction in developing a curriculum bank as well as writing and printing packets in various subject areas. Approximately 400 packets were produced in the areas of social studies, science, language arts, home economics and foreign language.[12] Additionally, forty-five teachers attended curriculum workshops during May and June to produce program guides and establish minimum standards for learning levels and tests. The extent to which middle school teachers have been utilizing individualized learning packages can be seen in Appendix H.

Throughout the year, curriculum coordinators worked to identify concepts and skills as they related to subject area matrices. As part of this work, it was found necessary to develop philosophical statements on curriculum and method as well as techniques for evaluation that are contained as a document entitled "Individualization in the Middle Schools." This document has been included as Appendix I of this report.

In an effort to determine the extent to which teachers have individualized in the middle schools, a series of classroom observations were conducted during April 23, 1973, to May 22, 1973, by ten Seattle School District evaluators. The instrument used in the observations has been included as Appendix I. Each observation lasted approximately 45 minutes; in all, a total of 169 observations were made in all five middle schools and two junior highs. Selection of teachers, classrooms, subjects and time of day were random.

Following are the conclusions obtained from these observations:

"Freedom of student movement within the classroom during the instructional period was one mark of individualized instruction that was found in most (72.5%) middle school classrooms and a few (32.7%) of the junior high classrooms.

"Although it may be argued that availability of instructional materials to students is a desirable characteristic of any classroom, individualization of instruction puts a higher priority on this than does group paced instruction. Middle schools showed a slightly higher percentage of classrooms that made materials directly available to students.

"Individualization of instruction demands the simultaneous use of a variety of learning materials in the classroom; it was found that in middle schools nearly twice as many classrooms were using a variety of materials.

[12] Delmar Nordquist, Curriculum Development Progress Report, Department of Planning, Research, and Evaluation, Seattle Public Schools (June, 1973).

"A variety of assignments being used at the same time in the classroom is a characteristic of individualized instruction. It was found that more than twice as many middle school classrooms (63.3% vs. 26.5%) were using a variety of assignments when observed.

"Reinforcement, review, and drill and practice activities are not particular indicators of individualization or group paced instruction; both types of instruction may use these techniques. The percentages for middle schools and junior highs were nearly the same, showing the similarity of classrooms on traits not directly relevant to individualization.

"The percentage of students working individually or in small groups in middle schools was much higher than in junior highs. For observation purposes the definition of 'small group' was 2 to 6 students, and 'large group' was 7 or more students. Most of the large group instruction included lectures or films for the whole classroom group.

"Although both junior highs and middle schools had high percentages of student time spent in learning activities, the middle schools were higher. Middle school instruction was more effective in keeping students involved in learning, i.e., not wasting time, than was junior high instruction.

"A slightly larger percentage of time was spent by middle school teachers trying to involve students in learning activities; however, the percentage in both cases was negligibly small. This activity is only a small part of the teachers' work in either middle schools or junior high schools.

"While middle school teachers spent 17% less time lecturing, they spent 17% more time working with individuals than their junior high counterparts."

In response to the question "What is the percentage of time the teacher spent talking to the whole class on group activities?" it was found, as in item six, "that the junior high school teachers spent more time talking to the whole class together in a lecturing situation."[13]

In addition to these conclusions, the middle school evaluator felt that:

- "The year brought about certain modifications in the middle school strategy. Traditional (contained classrooms, group paced) modes were reconsidered along with individualized and continuous progress education. A school might have both learning systems in a single school, depending upon a diagnostic, student appraisal which determines the placement of each student's profile."[14]

[13] Henry J. Reed, Final Report on Evaluator Observations of Individualized Instruction in Middle Schools and Junior High Schools, Department of Planning, Research, and Evaluation, Seattle Public Schools (August, 1973).

[14] Curriculum Progress Report (June, 1973), op. cit.

Staff Development

The 1973-74 goal developed for evaluation that can be related to the area of staff development is:

- To increase the skills and concepts of middle school educators through participation in in-service training and staff development programs.

In order to assess the level of staff development in middle schools during the 1972-73 school year, a questionnaire was sent to 43 administrators and 249 teachers in Eckstein, Hamilton, Madrona, Meany, and Wilson Middle Schools. A similar questionnaire was administered in May, 1972. Seventy-nine percent of the administrators returned the survey; 71 percent of the teachers responded.

Tables V-A - V-C contain the actual results of the questionnaire, as well as a comparison with the results from 1971-72. A copy of the questionnaire is included in Appendix L. In general, the 1973 responses were more positive than 1972.

"1. The general attitude of middle school administrative staff and teaching staff toward the middle school concept was highly positive and was more positive at the end of the second year of operation than at the end of the first year of operation.

"2. The overall pattern of responses to the various items was very similar in 1973 to the 1972 pattern, indicating that there were no large shifts of attitude on any of the individual items.

"3. Slightly less positive attitudes were found on the 1973 results for five items. These were noted as possible signs of weakening support in the areas measured, in particular the areas of curriculum change, innovation and curriculum coordinators received slightly lower ratings.

"4. In a comparison between schools, Madrona showed quite consistently higher or more positive attitudes than other schools, and Wilson showed quite consistently lower or less positive attitudes than other schools. It is also important to note that many of the items on which Wilson received lower ratings were measuring middle school concepts that Wilson had carried farther than other middle schools."[15]

[15] Henry J. Reed, Analysis of Final Evaluation Questionnaires Given to Middle School Administrative and Teaching Staffs, 1973, Department of Planning, Research, and Evaluation, Seattle Public Schools (September, 1973).

TABLE F

AVERAGE RESPONSE OF MIDDLE SCHOOL ADMINISTRATIVE STAFF
TO ITEMS OF FINAL EVALUATION QUESTIONNAIRES*
1972 AND 1973

1972 Item Number	May 1972 Average Response **	May 1973 Average Response
1. Staff attitude toward school	3.67	4.00
2. Student attitude toward school	3.85	4.00
3. Implementation of Human Relations training	2.54	3.19
4. Value of in-service training	3.91	4.00
5. Opinion of curricular changes	4.66	4.74
6. Is Curriculum Specialist essential?	4.76	4.30
8. Importance of multigraded environment	3.74	4.03
9. Opinion of parent involvement	4.45	4.59
10. Effectiveness of Building Advisory Council	4.08	4.53
11. Importance of attendance data	3.89	4.09
12. Opinion of administrative organization	3.57	3.79
13. Opinion of team organization	3.49	3.88
14. Staff attitude toward innovation	3.76	3.83
15. Percentage of time individualized	1.65	3.96
16. Percentage of time team teaching	1.65	2.58
17. Effectiveness of educating transfer students	3.67	4.00

* Item 7 from the 1972 questionnaire and items 13 and 14 from the 1973 questionnaire have no similar item for comparison purposes on the other questionnaire form.

** The possible range of response on each item was from one to five, with one being the lowest or most negative response and five being the highest or most positive response.

Source: Department of Planning, Research, and Evaluation, Seattle Public Schools (September, 1971).

TABLE G

AVERAGE RESPONSE OF MIDDLE SCHOOL TEACHING STAFF
TO ITEMS OF FINAL EVALUATION QUESTIONNAIRES*
1972 AND 1973

1972 Item Number		May 1972 Average Response**	May 1973 Average Response
1.	Staff attitude toward school	3.23	3.86
2.	Student attitude toward school	3.18	3.56
3.	Implementation of Human Relations training	2.43	2.95
4.	Value of in-service training	3.71	3.73
5.	Opinion of curricular changes	4.11	3.99
6.	Is Curriculum Specialist essential?	4.18	3.92
8.	Importance of multigraded environment	3.44	3.75
9.	Opinion of parent involvement	4.54	4.45
10.	Effectiveness of Building Advisory Council	4.13	4.16
11.	Importance of attendance data	3.66	3.79
12.	Opinion of administrative organization	3.12	3.65
13.	Opinion of team organization	2.88	3.65
14.	Staff attitude toward innovation	3.55	3.47
15.	Percentage of time individualized	3.38	3.84
16.	Percentage of time team teaching	1.65	1.62
17.	Effectiveness educating transfer students	4.00	4.21
18.	Effectiveness educating regular students	4.02	4.25

* Item 7 from the 1972 questionnaire and items 13 and 14 from the 1973 questionnaire have no similar item for comparison purposes on the other questionnaire form.

** The possible range of response on each item was from one to five, with one being the lowest or most negative response and five being the highest or most positive response.

Source: Department of Planning, Research, and Evaluation, Seattle Public Schools (September, 1971).

TABLE H

MIDDLE SCHOOLS FINAL EVALUATION QUESTIONNAIRE FOR INSTRUCTIONAL STAFF
1972-73

Item Description	MEAN RATINGS*				
	Eckstein	Hamilton	Madrona	Meany	Wilson
1. Staff attitude toward school	3.76	4.0	4.08	3.95	3.32
2. Student attitude toward school	3.59	3.41	4.11	3.82	3.0
3. Implementation of Human Relations training	3.26	2.91	3.08	2.93	2.42
4. Value of in-service training	3.88	3.26	3.91	3.7	3.76
5. Opinion of curricular changes	4.05	3.48	4.47	4.07	3.57
6. Is Curriculum Specialist essential?	4.14	3.75	3.69	4.27	3.76
7. Importance of multigraded environment	3.76	3.41	4.56	3.68	3.05
8. Opinion of parent involvement	4.15	4.41	4.41	4.69	4.62
9. Effectiveness of Building Advisory Council	4.12	3.85	3.76	4.58	4.48
10. Importance of attendance data	4.0	3.65	3.88	3.64	3.76
11. Opinion of administrative organization	3.71	3.9	3.94	3.38	3.21
12. Opinion of team organization	3.68	4.0	3.57	3.53	3.36
13. Staff attitude toward innovation	3.63	3.3	3.54	3.44	3.28
14. Percentage of time individualized	3.85	3.79	3.92	3.68	4.08
15. Percentage of time team teaching	1.61	1.93	1.49	1.61	1.5
16. Effectiveness educating transfer students	3.9	3.91	4.78	4.47	3.81
17. Effectiveness educating regular students	4.25	4.06	4.55	4.22	4.13
18. Understanding of individualized instruction, compared to last year	3.68	3.93	4.31	3.85	3.6
19. How does individualization affect achievement?	3.68	3.68	4.58	3.88	3.58

* Means based on scale of 1 to 5, where 5 was the most positive rating.

Source: Department of Planning, Research, and Evaluation, Seattle Public Schools (September, 1971).

Organizational Changes - Internal

The goal that can be related to internal organizational changes in middle schools is:

- To further redefine and implement the teacher-counselor concept.

To evaluate how middle schools met this goal, a questionnaire was distributed to the faculty at Meany-Madrona, Eckstein, Hamilton, and Wilson. A summary of responses to the survey has been included as Appendix M.

In general, among the results were the following:[16]

"1. 88.7 percent of all respondents felt it would be helpful or very helpful if the teacher-counselor were aware of student attendance patterns.

"2. 95.4 percent of the respondents felt that it would be helpful or very helpful to counsel students with chronic attendance problems and/or refer them to appropriate school personnel.

"3. Almost 70 percent of the respondents felt that the teacher-counselor should be the initial contact point for parents. Similarly, over 85 percent felt that teacher-counselors should be involved in conferencing with parents."

Organizational Changes - External

Goals that can be related to external organizational changes were:

- To more effectively involve parents and the community in the middle school program.

- To develop processes to improve the articulation between middle schools and elementary and secondary schools of their consortium.

The middle schools made a concerted attempt to keep parents informed throughout the year of middle school activities. Examples of some of the meetings, by school, include but are not limited to:[17]

16 Delmar Nordquist, Summary of Responses to Teacher-Counselor Questionnaire, 1972-73 Department of Planning, Research, and Evaluation, Seattle Public Schools (June, 1973).

17 Delmar Nordquist, Evaluation Report on Attendance of Parents and Community Members at Middle School Meetings, 1972-73, Department of Planning, Research, and Evaluation, Seattle Public Schools (June, 1973).

Eckstein

Koffee Klatch (to discuss plans for curriculum packet writing (12/5/72)
PTSA orientation for Central Region parents (1/30/73)
International potluck dinner (3/23/73)

Hamilton

PTA on Basic Skills (September, 1972)
Parents Advisory Council (3/19/73)
Orientation for sixth grade parents (5/8/73)

Meany-Madrona

Potluck dinner (2/14/73)
Parents visitation in various elementary feeder schools (4/13/73-4/24/73)
Multicultural week (May 14-18, 1973)

Wilson

Advisory Council (10/12/72)
PTSA tea (4/25/73)
Alternative program (4/12-19-26/73)

APPENDIX A

MIDDLE SCHOOLS ABSENCE AND TARDY RATES, 1972

Source: Evaluation Office, Department of Planning, Research and Evaluation, Seattle Public Schools, 1972.

MIDDLE SCHOOLS ABSENCE AND TARDY RATES
FOR SCHOOL YEAR 1971-1972
(September 1, 1971 to June 12, 1972)

	TOTAL POSSIBLE DAYS ATTENDANCE	UNEXCUSED ABSENCE	EXCUSED ABSENCE	TARDY	UNEXCUSED ABSENCE RATE	EXCUSED ABSENCE RATE	ABSENCE RATE	TARDY RATE
ECKSTEIN								
Bussed	35,350	1,525	925	581	4.3	2.6	6.9	1.6
Non-Bussed	267,445	5,964.5	9,476	2,098	2.2	3.5	5.7	.8
Total	302,795	7,489.5	10,401	2,679	2.5	3.4	5.9	.9
HAMILTON								
Bussed	21,259	780	390	380	3.7	1.8	5.5	1.8
Non-Bussed	150,445	3,333	5,571.5	2,206	2.2	3.7	5.9	1.5
Total	171,704	4,113	5,961.5	2,586	2.4	3.5	5.9	1.5
MEANY-MADRONA A								
Bussed	14,400	641	628.5	504	4.5	4.4	8.9	3.5
Non-Bussed	109,006	9,556	4,332	10,615	8.8	4.0	12.8	9.7
Total	123,405	10,197	4,960.5	11,119	8.3	4.0	12.3	9.0
MEANY-MADRONA B								
Bussed	14,624	711.5	190.5	211	4.9	1.3	6.2	1.4
Non-Bussed	133,974	7,585.5	1,365	2,854	5.7	1.0	6.7	2.1
Total	148,598	8,297	1,555.5	3,065	5.6	1.0	6.6	2.1
WILSON								
Bussed	17,107	568	765.5	968	3.3	4.5	7.8	5.7
Non-Bussed	144,239	2,888.5	6,947.5	4,438	2.0	4.8	6.8	3.1
Total	161,346	3,456.5	7,713	5,406	2.1	4.8	6.9	3.4
COMBINED TOTAL FOR ALL MIDDLE SCHOOLS								
Bussed	102,740	4,225.5	2,899.5	2,644	4.1	2.8	6.9	2.6
Non-Bussed	805,109	29,327.5	27,692	22,211	3.6	3.4	7.0	2.8
Total	907,849	33,553	30,591.5	24,855	3.7	3.4	7.1	2.7

APPENDIX B

PERCENTAGES OF STUDENTS SHOWING GAINS

NO CHANGE OR DECLINES IN STANINE

SCORES FROM 1971 (PRE-TEST) TO 1972 (POST-TEST) BY

SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

INDIVIDUAL CHANGES OF ± ONE STANINE OR LESS ARE NOT CONSIDERED SIGNIFICANT: TO BE SIGNIFICANT, THE STANINE SCORE MUST CHANGE UPWARD OR DOWNWARD BY AT LEAST TWO UNITS. THUS, TO TRANSLATE THE STATED OBJECTIVE INTO FUNCTIONAL MATHEMATICS, WE CALCULATED THE PERCENTAGES OF STUDENTS WHO CHANGED THEIR STANINE SCORES BETWEEN PRETEST AND POST TEST. THESE RESULTS ARE REPORTED IN THE ACCOMPANYING TABLES WHICH SHOW THE PERCENTAGES AND TOTAL NUMBERS OF STUDENTS GAINING, DECLINING, OR MAINTAINING A CONSTANT STANINE SCORE FROM PRETEST TO POST TEST IN EACH SUBTEST, BY SCHOOLS AND BY TOTAL MIDDLE SCHOOL OR CONTROL GROUP. THUS, IF A STUDENT MAINTAINED A RATE OF GROWTH COMMENSURATE WITH THE NATIONAL AVERAGE FOR HIS STANINE DURING THE PAST YEAR, HE WOULD BE COUNTED IN THE "GAIN" GROUP: AND IF HE GREW SLOWER THAN THE NATIONAL AVERAGE FOR HIS STANINE, HE WOULD BE COUNTED IN THE "DECLINE" GROUP.

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1971 (PRETEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TOTAL MIDDLE SCHOOLS

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6									
% STUDENTS WHO GAINED OVER 1 STANINE	5.9	6.7	4.5	5.3	3.8	2.7	5.3	4.5	1.2
% STUDENTS WHO DECLINED OVER 1 STANINE	8.6	17.5	7.2	10.2	23.9	39.8	18.2	24.7	29.8
% STUDENTS WITH NO STANINE CHANGE	85.5	75.8	88.3	84.5	72.3	57.5	76.5	70.8	69.0
GRADE 7									
% STUDENTS WHO GAINED OVER 1 STANINE	6.2	7.2	3.7	5.9	8.0	4.1	.5	5.8	1.7
% STUDENTS WHO DECLINED OVER 1 STANINE	6.7	19.9	8.5	8.3	15.0	27.5	68.4	22.4	19.8
% STUDENTS WITH NO STANINE CHANGE	87.1	72.9	87.8	85.8	77.0	68.4	31.1	71.8	78.5
GRADE 8									
% STUDENTS WHO GAINED OVER 1 STANINE	3.0	5.4	2.1	4.8	5.9	3.3	6.5	7.2	1.6
% STUDENTS WHO DECLINED OVER 1 STANINE	13.1	14.1	8.8	6.3	12.9	18.9	15.2	13.2	16.4
% STUDENTS WITH NO STANINE CHANGE	83.9	80.5	89.1	88.9	81.2	77.8	78.3	79.6	82.0

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1971 (PRETEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

ECKSTEIN MIDDLE SCHOOL

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6									
% STUDENTS WHO GAINED OVER 1 STANINE	3.8	3.1	2.6	3.6	2.9	3.3	3.3	2.3	.5
% STUDENTS WHO DECLINED OVER 1 STANINE	8.5	22.5	9.5	13.3	25.5	40.3	21.0	31.7	36.4
% STUDENTS WITH NO STANINE CHANGE	87.7	74.4	87.9	83.1	71.6	56.4	75.7	66.0	63.1
GRADE 7									
% STUDENTS WHO GAINED OVER 1 STANINE	7.1	6.1	3.4	5.9	5.4	3.6	.2	3.8	1.4
% STUDENTS WHO DECLINED OVER 1 STANINE	5.9	19.0	8.2	7.3	12.9	26.4	60.6	22.5	19.6
% STUDENTS WITH NO STANINE CHANGE	87.0	74.9	88.4	86.8	81.7	70.0	39.2	73.7	79.0
GRADE 8									
% STUDENTS WHO GAINED OVER 1 STANINE	3.0	4.8	1.7	5.9	5.0	3.4	7.7	5.5	.9
% STUDENTS WHO DECLINED OVER 1 STANINE	11.4	15.6	7.8	4.7	13.2	18.5	14.4	14.8	16.6
% STUDENTS WITH NO STANINE CHANGE	85.6	79.6	90.5	89.4	81.8	78.1	77.9	79.7	82.5

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1971 (PRETEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

HAMILTON MIDDLE SCHOOL

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6									
% STUDENTS WHO GAINED OVER 1 STANINE	4.9	8.8	5.4	4.0	3.6	1.3	10.3	5.3	.9
% STUDENTS WHO DECLINED OVER 1 STANINE	8.0	10.1	5.4	8.5	25.3	43.8	13.5	16.0	24.4
% STUDENTS WITH NO STANINE CHANGE	87.1	81.1	89.2	87.5	71.1	54.9	76.2	78.7	74.7
GRADE 7									
% STUDENTS WHO GAINED OVER 1 STANINE	4.9	8.5	2.3	4.5	4.9	3.6		4.7	
% STUDENTS WHO DECLINED OVER 1 STANINE	6.7	21.0	9.0	12.1	26.7	29.7	77.6	22.9	19.0
% STUDENTS WITH NO STANINE CHANGE	88.4	70.5	88.7	83.4	68.4	66.7	22.4	72.4	81.0
GRADE 8									
% STUDENTS WHO GAINED OVER 1 STANINE	4.2	11.1	5.6	2.9	4.1	4.1	6.6	9.2	2.7
% STUDENTS WHO DECLINED OVER 1 STANINE	12.5	20.8	19.4	8.7	20.3	29.7	19.7	13.2	17.8
% STUDENTS WITH NO STANINE CHANGE	83.3	68.1	75.0	88.4	75.6	66.2	73.7	77.6	79.5

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1971 (PRETEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

MEANY-MADRONA MIDDLE SCHOOL

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6									
% STUDENTS WHO GAINED OVER 1 STANINE	11.7	11.8	7.6	11.6	7.1	4.2	6.9	8.5	2.2
% STUDENTS WHO DECLINED OVER 1 STANINE	7.9	14.8	5.1	6.7	15.8	29.0	13.4	19.2	16.4
% STUDENTS WITH NO STANINE CHANGE	80.4	73.4	87.3	81.7	77.1	66.8	79.7	72.3	81.4
GRADE 7									
% STUDENTS WHO GAINED OVER 1 STANINE	5.7	12.6	6.3	6.1	16.1	6.5	1.4	11.8	3.0
% STUDENTS WHO DECLINED OVER 1 STANINE	9.0	15.9	8.2	8.2	7.6	21.3	69.4	15.2	13.6
% STUDENTS WITH NO STANINE CHANGE	85.3	71.5	85.5	85.7	76.3	72.2	29.2	73.0	83.4
GRADE 8									
% STUDENTS WHO GAINED OVER 1 STANINE	4.6	9.4	4.7	5.4	4.4	3.7	5.3	11.9	3.4
% STUDENTS WHO DECLINED OVER 1 STANINE	14.5	7.0	4.7	8.0	16.1	13.4	11.5	5.2	8.5
% STUDENTS WITH NO STANINE CHANGE	80.9	83.6	90.6	86.6	79.5	82.9	83.2	82.9	88.1

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1971 (PRETEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

WILSON MIDDLE SCHOOL

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6									
% STUDENTS WHO GAINED OVER 1 STANINE	4.2	4.8	3.8	2.8	1.8	1.4	2.4	3.3	1.5
% STUDENTS WHO DECLINED OVER 1 STANINE	10.3	19.5	7.1	10.3	28.6	46.9	23.2	27.0	37.9
% STUDENTS WITH NO STANINE CHANGE	85.5	75.7	89.1	86.9	69.6	51.7	74.4	69.7	60.6
GRADE 7									
% STUDENTS WHO GAINED OVER 1 STANINE	6.4	2.7	2.8	6.8	8.2	3.1	.5	5.0	2.8
% STUDENTS WHO DECLINED OVER 1 STANINE	6.0	24.7	8.8	6.3	14.5	33.6	72.9	28.8	26.9
% STUDENTS WITH NO STANINE CHANGE	87.6	72.6	88.4	86.9	77.3	63.3	26.6	66.2	70.3
GRADE 8									
% STUDENTS WHO GAINED OVER 1 STANINE	1.7	2.7	.4	3.1	9.1	1.7	4.8	6.9	1.8
% STUDENTS WHO DECLINED OVER 1 STANINE	16.0	12.8	9.8	8.0	8.2	22.7	17.4	14.7	19.6
% STUDENTS WITH NO STANINE CHANGE	82.3	84.3	89.8	88.9	82.7	75.6	77.8	78.4	78.6

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE, OR DECLINES
IN STANINE SCORE FROM 1971 (PRE TEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TOTAL CONTROL SCHOOLS

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6									
% STUDENTS WHO GAINED OVER 1 STANINE	5.0	16.6	7.8			23.2	12.0	9.9	11.4
% STUDENTS WHO DECLINED OVER 1 "	7.1	5.0	6.5			16.9	10.0	9.8	11.4
% STUDENTS WITH NO STANINE CHANGE	87.9	78.4	85.7			59.9	78.0	80.3	77.2
GRADE 7									
% STUDENTS WHO GAINED OVER 1 STANINE		10.4	4.2	12.0	8.7	2.9	1.0	12.6	4.2
% STUDENTS WHO DECLINED OVER 1 "		13.5	6.4	4.2	26.1	17.3	60.4	13.6	10.5
% STUDENTS WITH NO STANINE CHANGE		76.1	89.4	83.8	65.2	79.8	38.6	73.8	85.3
GRADE 8									
% STUDENTS WHO GAINED OVER 1 STANINE	4.3	9.3	3.4			11.3	9.5	9.9	6.8
% STUDENTS WHO DECLINED OVER 1 "	15.4	13.6	11.6			12.4	13.6	14.1	10.2
% STUDENTS WITH NO STANINE CHANGE	80.3	77.1	85.0			76.3	76.9	76.0	83.0

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1971 (PRETEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

MERCER

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 7									
% STUDENTS WHO GAINED OVER 1 STANINE	7.5	9.8	4.4	9.5		3.0	1.1	12.0	4.4
% STUDENTS WHO DECLINED OVER 1 STANINE	6.5	14.1	6.6	4.8	31.6	17.0	59.8	13.0	11.0
% STUDENTS WITH NO STANINE CHANGE	86.0	76.1	89.0	85.7	68.4	80.0	39.1	75.0	84.6
GRADE 8									
% STUDENTS WHO GAINED OVER 1 STANINE	5.0	9.4	3.7			8.6	7.9	7.3	9.4
% STUDENTS WHO DECLINED OVER 1 STANINE	15.4	12.1	11.4			15.2	15.1	19.8	11.9
% STUDENTS WITH NO STANINE CHANGE	79.6	78.5	84.9			76.2	77.0	72.9	78.7

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1971 (PRETEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

WEDGWOOD

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6									
% STUDENTS WHO GAINED OVER 1 STANINE	5.5	20.8	11.3			45.5	24.1	20.4	21.8
% STUDENTS WHO DECLINED OVER 1 STANINE	5.5	1.9	3.8			1.8		3.7	3.6
% STUDENTS WITH NO STANINE CHANGE	89.0	77.3	84.9			52.7	75.9	75.9	74.6

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE, OR DECLINES
IN STANINE SCORE FROM 1971 (PRE TEST) TO 1972 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

WHITMAN

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 7 * *TOO FEW STUDENTS TOOK TEST, THEREFORE DATA UNRELIABLE									
GRADE 8									
% STUDENTS WHO GAINED OVER 1 STANINE	3.4	9.2	3.1	16.7	42.9	14.4	11.3	12.8	4.0
% STUDENTS WHO DECLINED OVER 1 STANINE	15.3	15.4	11.9	0	0	9.2	12.0	7.9	8.3
% STUDENTS WITH NO STANINE CHANGE	81.3	75.4	85.0	83.3	57.1	76.4	76.7	79.3	87.7

APPENDIX C1

PROFESSIONAL STAFF FINAL EVALUATION QUESTIONNAIRE, 1971-72 ADMINISTRATORS' FORM

Source: Evaluation Office, Department of Planning,
Research and Evaluation, Seattle Public Schools, 1972

MIDDLE SCHOOLS PROFESSIONAL STAFF
FINAL EVALUATION QUESTIONNAIRE, 1971-72

SCHOOL _____

Please check staff position:

☐ Principal, Vice Principal, House Administrator

☐ Team Leader

☐ Student Service Worker (Counselor, Psychologist, Nurse, Social Worker, Advisory Specialist)

☐ Other

DIRECTIONS: Please place a check on the line above the appropriate response on items 1-17 in the following questionnaire. Also respond to items 18-21 as appropriate, and feel free to add comments about <u>any</u> of the items on the back of the questionnaire. <u>Return the questionnaire to Henry Reed, Middle Schools Evaluation, 550 Mercer, via school mail before June 7, 1972</u>.

1. What is your estimate of most Middle School staff members' attitude toward school this year?

Enthusiastic	Cooperative	Complacent	Reluctant	Discouraged

2. What is your estimate of most Middle School students' attitude toward school this year?

Enthusiastic	Cooperative	Complacent	Reluctant	Discouraged

3. What is your opinion of the way the overall program of human relations training was implemented in your building this school year?

Excellent utilization of available resources; little room for improvement	Good Utilization of available resources; some room for improvement	Fair Utilization of available resources; lots of room for improvement	Poor Utilization of available resources; reorganization must be done	Program was waste of time and should be dropped

4. What has been the value of in-service training to Middle School development this year?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

5. What is your opinion of the overall direction of the curricular changes being implemented in the Middle Schools?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

6. Is the Curriculum Specialist an essential staff position in your school?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

7. Is the Human Relations Specialist an essential staff position in your school?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

8. Please rate the importance of multi-graded instructional settings to the Middle School learning environment.

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

9. What is your opinion of parent involvement in the school program (e.g. volunteer workers, social gatherings)?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

10. What is your opinion of the effectiveness of the Building Advisory Council in creating useful input for building policy-making?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

11. Rate the importance of attendance data as an indicator of Middle School program quality.

Essental as an indicator	Useful as an indicator	Not effective as an indicator	Useless and possibly detrimental as an indicator	Definitely detrimental as an indicator

12. What is your opinion of the present administrative organization, including the student grade levels, and the houses or cluster concept, of the Middle Schools? (Please make comments under item #21.)

Nearly perfect; little room for improvement	Works well; only minor improvements are needed	Has been adequate; but some important changes are needed	Has barely met our needs; many important changes are needed	Has been inadequate; complete restructuring is needed

13. What is your opinion of the <u>team</u> <u>organization</u> of the Middle Schools? (Please make comments under item #21.)

Nearly perfect; little room for improvement	Works well; only minor improvements are needed	Has been adequate; but some important changes are needed	Has barely met our needs; many important changes are needed	Has been inadequate; complete restructuring is needed

The following starred (*) items (14-18) should be answered only for that portion of the school in which you have responsibility (e.g., house administrator answer for own house; principal answer for whole school).

14.* Please rate the predominant staff attitude toward the present efforts in curricular and instructional innovation.

Enthusiastic; eager to participate in innovation	Cooperative; open and willing to participate in innovation	Complacent; will participate in innovation only with motivation from above	Reluctant; evades participation in innovation	Distrustful; unwilling to participate in innovation

15.* Please estimate the percentage of total instructional time currently spent in individualized instruction, within your administrative area.

100-81%	80-61%	60-41%	40-21%	20-0%

16.* Please estimate the percentage of total instructional time currently spent in team teaching, within your administrative area.

100-81%	80-61%	60-41%	40-21%	20-0%

17.* How effective have the teachers in your administrative unit been in educating the transfer students in their classes?

Nearly all voluntary transfer students actively learning	75% of all voluntary transfer students actively learning	50% of all voluntary transfer students actively learning	25% of all voluntary transfer students actively learning	Very few voluntary transfer students actively learning

18.* Have most teachers had an opportunity to participate in the matrix development in your administrative area?

☐ Yes ☐ No

19. Mark in order of priority (1, 2, 3) the three support services in which you anticipate needing the most assistance in the 1972-73 school year, and indicate the type of help needed.

	Briefly describe type of help needed
___ Health Services	_____
___ Human Relations	_____
___ Central Office Curriculum Staff	_____
___ Planning and Evaluation	_____
___ Learning Resources, including Audio-Visual	_____
___ Basic Skills Office	_____
___ Special Education Services	_____
___ Middle School Administration Services	_____
___ Textual Materials	_____
___ Volunteer Services	_____
___ Business and Plant, including Purchasing and Computer	_____
___ Community Services	_____
___ Personnel	_____
___ Other _____	_____

20. Please describe the changes that have occurred in your building or administrative unit because of the number of volunteer transfer students in your school this year.

21. Please write your specific, feasible suggestions and ideas on how the Middle School program or your own area of responsibility could be improved.

APPENDIX C2

MIDDLE SCHOOLS PROFESSIONAL STAFF FINAL EVALUATION QUESTIONNAIRE

1971-72 TEACHERS' FORM

Source: Evaluation Office, Department of Planning,
Research and Evaluation, Seattle Public Schools, 1972

MIDDLE SCHOOLS PROFESSIONAL STAFF
FINAL EVALUATION QUESTIONNAIRE, 1971-72

SCHOOL _____ HOUSE OR CLUSTER _____

Please check staff position: ☐ Basic Skills

☐ Unified Arts

DIRECTIONS: Please place a check on the line above the appropriate response on items 1-18 in the following questionnaire. Also respond to items 19-22 as appropriate, and feel free to add comments about any of the items on the back of the questionnaire. Return the questionnaire to Henry Reed, Middle Schools Evaluation, 550 Mercer, via school mail before June 9, 1972.

1. What is your estimate of most Middle School staff members' attitude toward school this year?

Enthusiastic	Cooperative	Complacent	Reluctant	Discouraged

2. What is your estimate of most Middle School students' attitude toward school this year?

Enthusiastic	Cooperative	Complacent	Reluctant	Discouraged

3. What is your opinion how well the overall program of human relations training was implemented in your building this school year?

Excellent utilization of available resources; little room for improvement	Good Utilization of available resources; some room for improvement	Fair Utilization of available resources; lots of room for improvement	Poor Utilization of available resources; reorganization must be done	Program was waste of time and should be dropped

4. What has been the value of building in-service training to Middle School development this year?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

5. What is your opinion of the overall direction of the curricular changes being implemented in the Middle Schools?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

6. Is the Curriculum Specialist an essential staff position in your school?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

7. Is the Human Relations Specialist an essential staff position in your school?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

8. Please rate the importance of multi-graded instructional environment to your class setting.

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

9. What is your opinion of parent involvement in the school program (e.g. volunteer workers, social gatherings)?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

10. What is your opinion of the effectiveness of the Building Advisory Council in creating useful input for building policy-making?

Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

11. Rate the importance of attendance data as an indicator of Middle School program quality.

Essential as an indicator	Useful as an indicator	Not effective as an indicator	Useless and possibly detrimental as an indicator	Definitely detrimental as an indicator

12. What is your opinion of the present administrative organization, and the houses or cluster concept, of the Middle Schools? (Please make comments under item #21.)

Nearly perfect; little room for improvement	Works well; only minor improvements are needed	Has been adequate; but some important changes are needed	Has barely met our needs; many important changes are needed	Has been inadequate; complete restructuring is needed

13. What is your opinion of the team organization of the Middle Schools? (Please make comments under item #22.)

Nearly perfect; little room for improvement	Works well; only minor improvements are needed	Has been adequate; but some important changes are needed	Has barely met our needs; many important changes are needed	Has been inadequate; complete restructuring is needed

14. Please rate the predominant staff attitude toward the present efforts in curricular and instructional innovation.

Enthusiastic; eager to participate in innovation	Cooperative open and willing to participate in innovation	Complacent; will participate in innovation only with motivation from above	Reluctant; evades participation in innovation	Distrustful; unwilling to participate in innovation

15. Please estimate the percentage of total instructional time currently spent by you in individualized instruction.

100-81%	80-61%	60-41%	40-21%	20-0%

16. Please estimate the percentage of total instructional time currently spent by you in team teaching.

100-81%	80-61%	60-41%	40-21%	20-0%

17. How effective have you been in educating the transfer students in your classes?

Nearly all transfer students actively learning	75% of all transfer students actively learning	50% of all transfer students actively learning	25% of all transfer students actively learning	Very few transfer students actively learning

18. How effective have you been in educating the regular (non-transfer) students in your classes?

Nearly all regular students actively learning	75% of all regular students actively learning	50% of all regular students actively learning	25% of all regular students actively learning	Very few regular students actively learning

19. Have you had an opportunity to participate in the matrix development in your administrative area?

☐ Yes ☐ No

19. Mark in order of priority (1, 2, 3) the three support services in which you anticipat needing the most assistance in the 1972-73 school year, and indicate the type of help needed.

	Briefly describe type of help needed
___ Health Services	_____
___ Human Relations	_____
___ Central Office Curriculum Staff	_____
___ Planning and Evaluation	_____
___ Learning Resources, including Audio-Visual	_____
___ Basic Skills Office	_____
___ Special Education Services	_____
___ Middle School Administration Services	_____
___ Textual Materials	_____
___ Volunteer Services	_____
___ Business and Plant, including Purchasing and Computer	_____
___ Community Services	_____
___ Personnel	_____
___ Other _____	_____

20. Please describe the changes that have occurred in your building or administrative un because of the number of volunteer transfer students in your school this year.

21. Please write your specific, feasible suggestions and ideas on how the Middle School program or your own area of responsibility could be improved.

APPENDIX D

MIDDLE SCHOOLS STUDENT OPINION SURVEY

SEATTLE PUBLIC SCHOOLS 1972-73

Source: Evaluation Office, Department of Planning,
Research and Evaluation, Seattle Public Schools, 1972

STUDENT SURVEY -- MIDDLE SCHOOLS

Date_____

School_____ House or Cluster_____ Grade Level_____

Boy_____(1) Girl_____(2) (check one)

INSTRUCTIONS:

Write the number of the answer which matches your feeling about each statement in the column at the right. Rate each statement only once.

3 = Almost Always

2 = Sometimes

1 = Almost Never

0 = No Opinion

EXAMPLES:

I like watching football games 3

I hate watching football games 1

1. I would like to have homework in my classes . . . . . ☐
2. I am happy in this middle school . . . . . ☐
3. I like basic skills (reading, math, language arts, science) . . ☐
4. I hate all of my classes . . . . . ☐
5. I am unhappy in this middle school . . . . . ☐
6. I have homework to do in my classes . . . . . ☐
7. I hate my elective or unified arts classes . . . . . ☐
8. I try to do my best in schoolwork . . . . . ☐
9. I hate basic skills . . . . . ☐
10. I like all of my classes . . . . . ☐
11. I like my elective or unified arts classes . . . . . ☐
12. I like to work with other students in my class . . . . . ☐
13. I am friendly toward other students . . . . . ☐

Student Survey - Middle Schools
Page Two

3 = Almost Always
2 = Sometimes
1 = Almost Never
0 = No Opinion

14. Other kids are willing to give me help at school if I want it . . . . . ☐
15. I dislike the students in my classes . . . . . ☐
16. The teachers complain about my work in class . . . . . ☐
17. I like the students in my classes . . . . . ☐
18. My teachers help me in class . . . . . ☐
19. I dislike the students at this middle school . . . . . ☐
20. School is a good place for making friends . . . . . ☐
21. My ideas are accepted in class . . . . . ☐
22. My teacher cares about me as an individual . . . . . ☐
23. I dislike the students in my classes . . . . . ☐
24. Other kids like to see me do well at school . . . . . ☐
25. I like the students at this middle school . . . . . ☐
26. Other kids are unwilling to give me help at school if I want it . . . . . ☐
27. I dislike working with other students in my class . . . . . ☐
28. My teachers are too busy to help me in class . . . . . ☐
29. I am unfriendly toward other students . . . . . ☐
30. I am praised for my work in class by the teacher . . . . . ☐
31. Other kids like to see me do poorly at school . . . . . ☐
32. I would drop out of school if I thought I could get away with it . . . . . ☐
33. My teachers contact my parents when I act up in class . . . . . ☐
34. I like my house administrator (or cluster leader) . . . . . ☐
35. I feel good about the way I do things . . . . . ☐

Student Survey - Middle Schools
Page Three

3 = Almost Always
2 = Sometimes
1 = Almost Never
0 = No Opinion

36. No one listens to my ideas in class . . . . . ☐
37. My teachers contact my parents when my work is good . . . . . ☐
38. I like my counselor . . . . . ☐
39. I like working with learning packets . . . . . ☐
40. I hate the pupil progress reports . . . . . ☐
41. My teachers contact my parents when my work is poor . . . . . ☐
42. I dislike my house administrator (or cluster leader) . . . . ☐
43. I feel uncertain about the way I do things . . . . . ☐
44. I'd rather bring my lunch than eat cafeteria food . . . . . ☐
45. I feel that I'm an okay person . . . . . ☐
46. I dislike my counselor . . . . . ☐
47. The food in the cafeteria is good . . . . . ☐
48. I dislike working with learning packets . . . . . ☐
49. I like the pupil progress report . . . . . ☐

FOR BUSSED STUDENTS ONLY:

50. I dislike having bus supervisors on the bus . . . . . ☐
51. The busses are too crowded and noisy . . . . . ☐
52. The busses are okay with me . . . . . ☐
53. I like the bus supervisors . . . . . ☐

Student Survey - Middle Schools
Page Three

3 = Almost Always
2 = Sometimes
1 = Almost Never
0 = No Opinion

36. No one listens to my ideas in class . . . . . ☐
37. My teachers contact my parents when my work is good . . . . . ☐
38. I like my counselor . . . . . ☐
39. I like working with learning packets . . . . . ☐
40. I hate the pupil progress reports . . . . . ☐
41. My teachers contact my parents when my work is poor . . . . . ☐
42. I dislike my house administrator (or cluster leader) . . . . ☐
43. I feel uncertain about the way I do things . . . . . ☐
44. I'd rather bring my lunch than eat cafeteria food . . . . . ☐
45. I feel that I'm an okay person . . . . . ☐
46. I dislike my counselor . . . . . ☐
47. The food in the cafeteria is good . . . . . ☐
48. I dislike working with learning packets . . . . . ☐
49. I like the pupil progress report . . . . . ☐

FOR BUSSED STUDENTS ONLY:

50. I dislike having bus supervisors on the bus . . . . . ☐
51. The busses are too crowded and noisy . . . . . ☐
52. The busses are okay with me . . . . . ☐
53. I like the bus supervisors . . . . . ☐

APPENDIX E

MONTHLY TALLY OF STUDENTS IN CLUB AND SOCIAL ACTIVITIES BY ETHNIC GROUPS

WHITE, BLACK, ASIAN, AND OTHER

1972-73

Source: Evaluation Office, Department of Planning,
Research and Evaluation, Seattle Public Schools, 1972

OCT. 1, REPORT

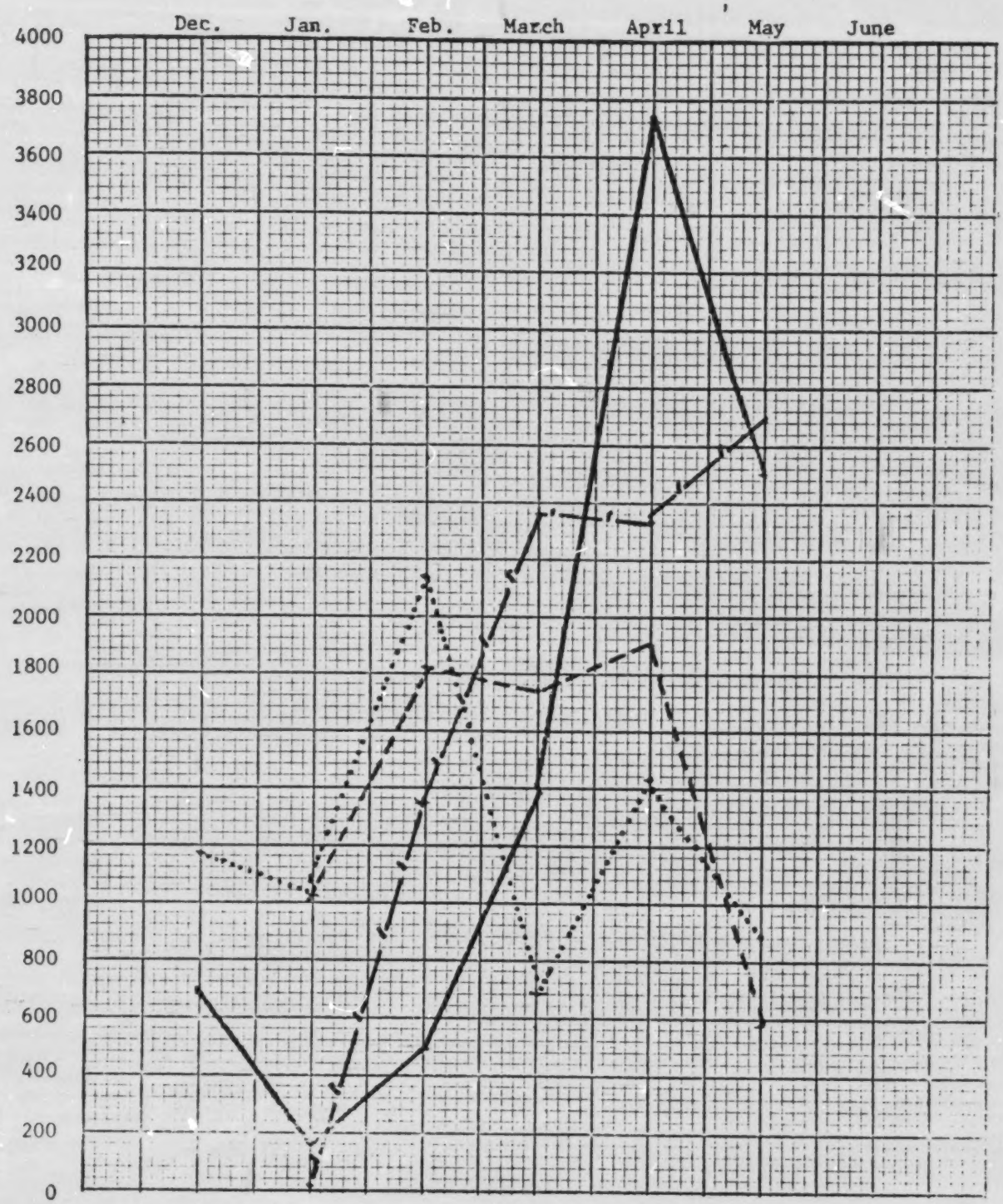
Objective 2.3 and 2.4: MONTHLY TALLY OF STUDENTS IN CLUB AND SOCIAL ACTIVITIES BY ETHNIC GROUPS: WHITE, BLACK, ASIAN, AND OTHER

		December	January	February	March	April	May	Total Enroll	Accumulative Totals
ECKSTEIN	White	505	50	250	990	2585	1785	971	
	Black	150	75	200	325	925	620	271	
	Asian	15	25	25	75	155	85	28	
	Other	5	25	20	10	75	30	31	
	Total	675	175	495	1400	3740	2520	1301	
HAMILTON	White		534	910	830	1059	405	571	
	Black		354	651	690	580	113	220	
	Asian		73	230	225	191	36	44	
	Other		44	17	15	70	22	21	
	Total		1005	1808	1760	1900	576	856	
MEANY	White	579	552	740	459	890		476	
	Black	412	296	1154	130	353		172	
	Asian	75	64	145	49	107		30	
	Other	115	103	115	26	86		22	
	Total	1181	1015	2154	664	1436		700	
MADRONA	White	NO DATA REPORTED (SEE THE NEXT PAGE)						500	
	Black							409	
	Asian							16	
	Other							9	
	Total							934	
WILSON	White		8	952	1731	1806	2156	629	
	Black		3	377	589	500	441	197	
	Asian		0	39	50	40	88	28	
	Other		0	0	0	4	12	21	
	Total		11	1368	2370	2350	2697	875	

COMPARISON BY SCHOOLS OF TOTAL ESTIMATED ATTENDANCE IN CLUB AND SOCIAL ACTIVITIES OF THE MIDDLE SCHOOLS

Code: Eckstein ——— : Hamilton — — — —; Meany-Madrona A .....;

Wilson —·—·—·—



APPENDIX F

1972-73 SUMMARY OF ATTENDANCE FOR ALL MIDDLE SCHOOLS AND A COMPARISON OF ABSENCE RATES 1972-72 and 1972-73

Source: Evaluation Office, Department of Planning, Research and Evaluation, Seattle Public Schools, 1972

SUMMARY OF ATTENDANCE FOR ALL MIDDLE SCHOOLS

1972-73 School Year*

* Total Student Days of Attendance or Absence in Various Categories

Days	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	229,596	124,497	104,019	136,858	183,558	778,528
Number of Days Excused	9,336	6,183	4,118	2,662	11,000	33,299
Number of Days Unexcused	1,457	3,314	1,709	6,239	500	13,219
Number of Days Truant	369	175	4,783	6	481	5,814
Total Number of Days	240,758	134,169	114,629	145,765	195,539	830,860
Number of Days Late	579	2,093	3,535	1,180	1,934	9,321
Number of Days Suspended	453	861	1,154	0	1,905	4,373

Attendance Rate in Percent %	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	95.4	92.8	90.7	93.9	93.9	93.7
Number of Days Excused	3.9	4.6	3.6	1.8	5.6	4.0
Number of Days Unexcused	.6	2.5	1.5	4.3	.3	1.6
Number of Days Truant	.2	.1	4.2	0	.3	.7
Total Number of Days	100.0	100.0	100.0	100.0	100.0	100.0
Number of Days Late	.2	1.6	3.1	.8	1.0	1.1
Number of Days Suspended	.2	.6	1.0	0	1.0	.5

* All schools except Eckstein and Wilson commenced data 10/24/72. Eckstein and Wilson data began 9/6/72.

SUMMARY OF ATTENDANCE FOR ALL MIDDLE SCHOOLS

9/6/72 Thru 10/20/72

* Total Student Days of Attendance or Absence in Various Categories

Days	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	42,305				34,055	76,360
Number of Days Excused	803				1,306	2,109
Number of Days Unexcused	27				49	76
Number of Days Truant	22				51	73
Total Number of Days	43,157				35,461	78,618
Number of Days Late	27				318	345
Number of Days Suspended	0				117	117

Attendance Rate in Percent %	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	98.0				96.0	97.1
Number of Days Excused	1.8				3.6	2.7
Number of Days Unexcused	.0				.1	.1
Number of Days Truant	.0				.1	.1
Total Number of Days	100.0				100.0	100.0
Number of Days Late	.0				.9	.4
Number of Days Suspended	.0				.3	.2

SUMMARY OF ATTENDANCE FOR ALL MIDDLE SCHOOLS

10/24/72 Thru 12/8/72

* Total Student Days of Attendance or Absence in Various Categories

Days	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	42,493	28,063	23,049	31,110	34,932	159,647
Number of Days Excused	1,609	1,064	911	328	1,707	5,619
Number of Days Unexcused	108	524	599	1,116	160	2,507
Number of Days Truant	89	10	801	2	35	937
Total Number of Days	44,299	29,661	25,360	32,556	36,834	168,710
Number of Days Late	100	388	478	262	407	1,635
Number of Days Suspended	65	254	217	0	326	862

Attendance Rate in Percent %	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	95.9	95.0	90.9	95.5	94.8	94.6
Number of Days Excused	3.6	1.8	3.6	1.0	4.6	3.3
Number of Days Unexcused	.2	3.0	2.4	3.4	.4	1.5
Number of Days Truant	.2	.0	3.2	.0	.1	.6
Total Number of Days	100.0	100.0	100.0	100.0	100.0	100.0
Number of Days Late	.2	1.7	1.9	.8	1.1	.9
Number of Days Suspended	.1	2.2	.8	.0	.8	.5

SUMMARY OF ATTENDANCE FOR ALL MIDDLE SCHOOLS

12/11/72 Thru 1/30/73

* Total Student Days of Attendance or Absence in Various Categories

Days	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	34,466	22,703	17,901	24,890	26,606	126,566
Number of Days Excused	1,867	1,527	959	577	2,724	7,654
Number of Days Unexcused	306	685	921	1,391	31	3,334
Number of Days Truant	25	20	1,310	0	33	1,388
Total Number of Days	36,664	24,935	21,091	26,858	29,394	138,942
Number of Days Late	106	302	419	143	239	1,209
Number of Days Suspended	105	85	163	0	180	533

Attendance Rate in Percent	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	94.0	91.0	84.9	96.2	90.5	91.1
Number of Days Excused	5.0	6.1	4.6	2.1	9.2	5.5
Number of Days Unexcused	.8	2.7	4.4	5.1	1.0	2.4
Number of Days Truant	.0	.0	6.2	.0	1.0	1.0
Total Number of Days	100.0	100.0	100.0	100.0	100.0	100.0
Number of Days Late	.2	1.2	2.0	.5	.8	.9
Number of Days Suspended	.2	.3	.7	.0	.6	.4

SUMMARY OF ATTENDANCE FOR ALL MIDDLE SCHOOLS

1/31/73 Thru 3/16/73

* Total Student Days of Attendance or Absence in Various Categories

Days	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	41,783	27,370	23,871	30,273	33,409	156,706
Number of Days Excused	1,915	1,627	860	683	1,949	7,034
Number of Days Unexcused	138	681	122	1,171	28	2,140
Number of Days Truant	63	41	625	0	34	763
Total Number of Days	43,899	29,719	25,478	32,127	35,420	166,643
Number of Days Late	144	509	875	282	268	2,078
Number of Days Suspended	107	203	266	0	222	798

Attendance Rate in Percent	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	95.1	92.1	93.6	94.2	94.3	94.0
Number of Days Excused	4.3	5.4	3.3	2.1	5.5	4.2
Number of Days Unexcused	.3	2.2	.4	3.6	.0	1.2
Number of Days Truant	.1	.1	2.4	.0	.1	.5
Total Number of Days	100.0	100.0	100.0	100.0	100.0	100.0
Number of Days Late	.3	1.7	3.4	.8	.7	1.3
Number of Days Suspended	.2	.6	.8	.0	.6	.5

SUMMARY OF ATTENDANCE FOR ALL MIDDLE SCHOOLS

3/19/73 Thru 5/11/73

* Total Student Days of Attendance or Absence in Various Categories

Days*	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	40,479	27,563	23,490	29,947	32,384	153,863
Number of Days Excused	2,184	1,202	962	858	2,065	7,271
Number of Days Unexcused	244	739	34	1,253	31	2,301
Number of Days Truant	110	66	981	3	217	1,377
Total Number of Days	43,017	29,570	25,467	32,061	34,697	164,812
Number of Days Late	115	511	1,080	271	445	2,422
Number of Days Suspended	134	169	305	0	418	1,026

Attendance Rate in Percent %	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	94.1	93.2	92.2	93.4	93.3	93.3
Number of Days Excused	5.0	4.0	3.7	2.6	5.9	4.4
Number of Days Unexcused	.5	2.5	1.0	3.9	.0	1.4
Number of Days Truant	.2	.2	3.8	.0	.6	.8
Total Number of Days	100.0	100.0	100.0	100.0	100.0	100.0
Number of Days Late	.2	1.7	4.2	.8	1.2	1.4
Number of Days Suspended	.3	.5	1.2	.0	1.2	.6

SUMMARY OF ATTENDANCE FOR ALL MIDDLE SCHOOLS

5/14/73 Thru 6/14/73

* Total Student Days of Attendance or Absence in Various Categories

Days*	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	28,070	18,798	15,708	20,638	22,172	105,386
Number of Days Excused	958	763	426	216	1,249	3,612
Number of Days Unexcused	634	685	33	1,308	201	2,861
Number of Days Truant	60	38	1,066	1	111	1,276
Total Number of Days	29,722	20,284	17,233	22,163	23,733	113,135
Number of Days Late	87	383	683	222	257	1,632
Number of Days Suspended	42	150	203	0	642	1,037

Attendance Rate in Percent %	Eckstein	Hamilton	Meany-Madrona A	Meany-Madrona B	Wilson	Total
Number of Days Present	94.4	92.6	91.1	93.1	93.4	93.2
Number of Days Excused	3.2	3.7	2.8	.9	5.2	3.2
Number of Days Unexcused	2.1	3.3	.3	5.9	.8	2.5
Number of Days Truant	.2	.1	5.7	.0	.4	1.1
Total Number of Days	100.0	100.0	100.0	100.0	100.0	100.0
Number of Days Late	.2	1.8	4.0	1.0	1.0	1.4
Number of Days Suspended	.1	.7	1.1	.0	2.7	.9

MIDDLE SCHOOLS ABSENCE PERCENTAGES FOR SCHOOL YEAR 1972-73

AS COMPARED WITH YEAR 1971-72

	Total Days Present		Total Days Excused		Total Days Unexcused		Total Days Absent		Total Days Late*	
	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73
Eckstein	94.1	95.4	3.4	3.9	2.5	.6	5.9	4.5	.9	.2
Hamilton	94.1	92.3	3.5	4.6	2.4	2.5	5.9	7.1	1.5	1.6
Meany-Madrona A	87.7	90.7	4.0	3.6	8.3	1.5	12.3	5.1	9.0	3.1
Meany-Madrona B	93.4	93.9	1.0	1.8	5.6	4.3	6.6	6.1	2.1	.8
Wilson	93.1	93.9	4.8	5.6	2.1	.3	6.9	5.9	3.4	1.0
Combined Total for Middle Schools	92.9	93.7	3.4	4.0	3.7	1.6	7.1	5.6	2.7	1.1
Whitman	93.0	91.6								
Mercer	92.4	91.5								

*In 1971-72 year the term used was Tardy. This category was redefined so differentiation could be made between Truant (no satisfactory excuse) and Late (with satisfactory excuse).

MIDDLE SCHOOLS ABSENCE RATE FOR SCHOOL YEAR 1972-73

AS COMPARED WITH YEAR 1971-72

	No. of Possible Days Present		Total Days Present		Total Days Excused		Total Days Unexcused		Total Days Absent		Total Days Late*		Total Days Truant	
	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73
Eckstein	302,795	240,758	284,904.5	229,596	10,401	9,336	7489.5	1,457	17,890.5	10,793	2,679	579		369
Hamilton	171,704	134,169	161,629.5	124,497	5,961.5	6,183	4,113	3,314	10,074.5	9,497	2,586	2,093		175
Meany-Madrona A	123,405	114,629	108,247.5	104,019	4,960.5	4,118	10,197	1,709	15,157.5	5,827	11,119	3,535		4,783
Meany-Madrona B	148,598	145,765	138,745.5	136,858	1,555.5	2,662	8,297	6,239	9,852.5	8,901	3,065	1,180	NO DATA	6
Wilson	161,346	195,539	150,176.5	183,558	7,713	11,000	3,456.5	500	11,169.5	11,500	5,406	1,934		481
Combined Total for Middle Schools	907,849	830,860	843,704.5	778,528	30,591.5	33,299	33,553	13,219	64,144.5	46,518	24,855	9,321		5,814
Whitman	174,289	171,600	162,103	157,115.5										
Mercer	231,319	225,199	213,712	206,016										

*In 1972-73 year the term used was Tardy. This category was redefined so differentiation could be made between Truant (no satisfactory excuse) and Late (with satisfactory excuse).

APPENDIX G

METROPOLITAN ACHIEVEMENT TEST SCORES 1972-73

TABLES I-XIV*

Source: Evaluation Office, Department of Planning
Research and Evaluation, Seattle Public Schools,
September, 1973

*Contrary to usual District practice, scores are reported here by individual school for purpose of analysis, since they do not directly reflect on the neighborhood attendance area.

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE I

TOTAL MIDDLE SCHOOLS

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6 N = 1202									
% STUDENTS WHO GAINED 1 STANINE	17.7	22.6	21.9	13.3	21.0	20.8	16.8	25.6	23.9
% STUDENTS WHO DECLINED 1 STANINE	29.7	17.1	24.1	33.1	22.8	23.9	27.7	18.7	19.1
% STUDENTS WHO GAINED OVER 1 "	4.1	17.0	5.9	3.8	9.5	9.3	6.4	14.5	8.8
% STUDENTS WHO DECLINED OVER 1 "	7.8	10.4	4.8	10.0	9.0	11.2	15.5	6.5	4.1
% STUDENTS WITH NO STANINE CHANGE	40.7	33.0	43.4	39.9	37.7	34.8	33.7	34.8	43.7
GRADE 7 N = 1142									
% STUDENTS WHO GAINED 1 STANINE	23.5	21.6	24.3	20.3	23.1	27.6	29.5	21.5	32.5
% STUDENTS WHO DECLINED 1 STANINE	18.4	22.1	20.5	27.2	23.4	17.4	12.2	23.6	13.6
% STUDENTS WHO GAINED OVER 1 "	9.3	9.0	4.8	6.0	11.9	16.6	21.7	9.4	13.5
% STUDENTS WHO DECLINED OVER 1 "	5.4	12.1	4.7	7.3	10.2	4.7	5.0	10.4	2.9
% STUDENTS WITH NO STANINE CHANGE	43.5	35.2	45.9	39.2	31.6	33.8	31.8	35.5	37.5
GRADE 8 N = 1126									
% STUDENTS WHO GAINED 1 STANINE	24.9	25.7	24.6	17.9	19.5	31.2	31.7	25.9	30.0
% STUDENTS WHO DECLINED 1 STANINE	21.0	22.0	19.7	27.1	26.5	16.6	17.3	22.2	12.7
% STUDENTS WHO GAINED OVER 1 "	5.6	7.3	4.1	2.8	8.0	14.8	12.0	9.6	7.9
% STUDENTS WHO DECLINED OVER 1 "	3.8	9.1	3.2	5.1	9.0	3.7	4.0	6.6	2.5
% STUDENTS WITH NO STANINE CHANGE	44.8	36.0	48.3	47.1	37.0	33.9	35.0	35.7	47.0

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE II

TOTAL CONTROL SCHOOLS

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6 N =161									
% STUDENTS WHO GAINED 1 STANINE	22.3	19.8	20.4	17.5	30.1	24.5	24.3	30.5	30.5
% STUDENTS WHO DECLINED 1 STANINE	32.4	20.4	21.7	21.9	21.3	18.7	22.4	16.3	16.6
% STUDENTS WHO GAINED OVER 1 "	5.7	10.2	1.3	7.5	11.7	12.8	5.3	10.3	6.9
% STUDENTS WHO DECLINED OVER 1 "	3.8	9.5	2.5	5.0	3.2	12.9	13.9	7.9	6.4
% STUDENTS WITH NO STANINE CHANGE	35.8	40.1	54.1	48.1	32.9	31.0	34.2	35.1	39.6
GRADE 7 N =687									
% STUDENTS WHO GAINED 1 STANINE	26.3	28.1	26.3	13.9	20.5	28.3	27.0	22.0	24.0
% STUDENTS WHO DECLINED 1 STANINE	21.0	20.8	17.4	32.0	24.1	19.0	16.5	23.6	14.7
% STUDENTS WHO GAINED OVER 1 "	8.6	9.6	7.0	4.6	8.5	11.4	12.4	10.1	11.3
% STUDENTS WHO DECLINED OVER 1 "	6.5	10.2	6.2	10.7	19.7	6.9	8.2	11.5	10.8
% STUDENTS WITH NO STANINE CHANGE	37.6	31.4	43.1	39.0	27.3	34.4	36.0	32.8	39.2
GRADE 8 N =611									
% STUDENTS WHO GAINED 1 STANINE	27.0	22.6	23.2	17.3	16.2	28.1	24.1	19.6	21.4
% STUDENTS WHO DECLINED 1 STANINE	21.4	21.7	20.8	27.9	24.6	17.5	20.9	20.7	18.5
% STUDENTS WHO GAINED OVER 1 "	5.2	8.2	4.9	4.2	6.5	9.7	8.1	10.0	9.8
% STUDENTS WHO DECLINED OVER 1 "	5.3	8.8	4.0	8.2	17.5	7.1	7.0	10.4	10.3
% STUDENTS WITH NO STANINE CHANGE	41.2	38.8	47.3	42.5	35.0	37.6	40.0	39.3	39.9

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE III

Eckstein Middle School

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6 N = 317									
% STUDENTS WHO GAINED 1 STANINE	16.5	22.8	21.5	11.8	22.3	19.0	12.3	27.8	20.4
% STUDENTS WHO DECLINED 1 STANINE	28.8	17.4	25.6	39.2	20.7	22.9	26.9	18.2	22.0
% STUDENTS WHO GAINED OVER 1 "	2.8	17.7	4.7	2.5	8.5	9.0	4.9	14.6	9.9
% STUDENTS WHO DECLINED OVER 1 "	8.5	8.9	4.1	13.1	10.2	11.0	21.1	6.3	3.2
% STUDENTS WITH NO STANINE CHANGE	43.4	33.2	44.2	33.4	38.4	38.1	34.7	33.1	44.6
GRADE 7 N = 353									
% STUDENTS WHO GAINED 1 STANINE	22.0	24.5	25.9	19.7	21.1	25.9	29.3	18.4	32.3
% STUDENTS WHO DECLINED 1 STANINE	18.8	22.7	18.3	28.2	24.6	21.0	12.5	25.1	16.1
% STUDENTS WHO GAINED OVER 1 "	9.7	8.7	3.8	6.6	13.5	13.5	19.4	7.9	10.2
% STUDENTS WHO DECLINED OVER 1 "	5.0	11.1	4.1	6.6	10.5	5.7	7.8	14.0	3.1
% STUDENTS WITH NO STANINE CHANGE	44.6	32.9	48.0	39.0	30.4	33.9	31.0	34.5	38.2
GRADE 8 N = 412									
% STUDENTS WHO GAINED 1 STANINE	26.9	25.8	24.0	17.5	17.6	27.0	26.5	26.4	26.8
% STUDENTS WHO DECLINED 1 STANINE	18.9	21.7	19.4	26.8	27.5	21.7	18.0	23.4	14.9
% STUDENTS WHO GAINED OVER 1 "	5.3	6.3	3.4	3.0	6.0	14.1	11.3	7.4	8.4
% STUDENTS WHO DECLINED OVER 1 "	4.1	8.0	2.4	5.8	9.3	3.8	4.4	6.3	2.0
% STUDENTS WITH NO STANINE CHANGE	44.7	38.2	50.7	47.0	39.5	33.5	39.7	36.5	47.9

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE IV

Hamilton Middle School

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6 N = 198									
% STUDENTS WHO GAINED 1 STANINE	20.9	22.8	19.7	13.1	21.6	19.2	21.3	25.5	23.2
% STUDENTS WHO DECLINED 1 STANINE	26.5	17.3	21.2	36.4	19.1	26.3	28.9	24.5	20.7
% STUDENTS WHO GAINED OVER 1 "	5.1	11.7	6.1	4.0	10.8	7.1	10.2	10.2	5.1
% STUDENTS WHO DECLINED OVER 1 "	11.7	11.2	6.6	5.6	11.3	12.1	12.2	7.1	3.5
% STUDENTS WITH NO STANINE CHANGE	35.7	37.1	46.5	40.9	37.1	35.4	27.4	32.7	47.5
GRADE 7 N = 257									
% STUDENTS WHO GAINED 1 STANINE	25.4	23.5	26.5	17.2	22.8	30.1	34.0	21.0	37.0
% STUDENTS WHO DECLINED 1 STANINE	16.0	20.0	20.6	28.8	24.0	16.8	11.3	27.0	10.9
% STUDENTS WHO GAINED OVER 1 "	13.3	7.5	5.1	4.8	8.8	17.6	23.0	6.3	11.7
% STUDENTS WHO DECLINED OVER 1 "	3.5	12.5	3.9	7.6	11.6	3.1	4.7	7.5	1.9
% STUDENTS WITH NO STANINE CHANGE	41.8	36.5	44.0	41.6	32.8	32.4	27.0	38.1	38.5
GRADE 8 N = 250									
% STUDENTS WHO GAINED 1 STANINE	28.0	26.9	27.2	18.6	21.4	38.0	35.0	26.7	31.8
% STUDENTS WHO DECLINED 1 STANINE	22.8	21.3	18.4	33.1	25.2	11.6	15.2	23.5	13.9
% STUDENTS WHO GAINED OVER 1 "	5.2	7.6	3.6	.8	10.1	14.9	11.5	11.1	7.8
% STUDENTS WHO DECLINED OVER 1 "	2.0	6.4	1.2	4.1	6.3	2.1	3.7	6.2	.8
% STUDENTS WITH NO STANINE CHANGE	42.0	37.8	49.6	43.4	37.0	33.5	34.6	32.5	45.7

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE V

Meany-Madrona Middle School

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6 N = 438									
% STUDENTS WHO GAINED 1 STANINE	19.9	22.7	27.8	14.4	22.4	25.3	16.2	24.5	29.9
% STUDENTS WHO DECLINED 1 STANINE	27.7	13.0	18.3	29.1	22.4	21.7	26.1	16.8	14.2
% STUDENTS WHO GAINED OVER 1 "	5.5	20.8	7.3	5.5	10.4	14.1	7.9	18.4	11.6
% STUDENTS WHO DECLINED OVER 1 "	5.3	5.3	2.3	8.9	6.9	6.9	11.8	4.7	2.7
% STUDENTS WITH NO STANINE CHANGE	41.6	38.2	44.3	42.0	38.0	32.0	38.1	35.7	41.6
GRADE 7 N = 298									
% STUDENTS WHO GAINED 1 STANINE	24.0	21.5	20.3	25.5	25.3	27.9	24.4	24.1	32.0
% STUDENTS WHO DECLINED 1 STANINE	17.0	23.5	22.8	21.1	18.8	13.4	11.2	21.8	13.0
% STUDENTS WHO GAINED OVER 1 "	6.7	8.0	5.5	8.2	15.0	25.2	26.4	14.3	18.7
% STUDENTS WHO DECLINED OVER 1 "	7.1	10.0	3.8	6.8	7.8	4.0	4.7	7.1	2.3
% STUDENTS WITH NO STANINE CHANGE	45.2	37.0	47.6	38.4	33.1	29.5	33.2	32.7	34.0
GRADE 8 N = 240									
% STUDENTS WHO GAINED 1 STANINE	23.7	27.4	26.3	17.2	24.5	31.9	35.1	27.9	39.0
% STUDENTS WHO DECLINED 1 STANINE	20.8	20.7	17.5	27.2	23.1	13.4	15.4	17.9	5.6
% STUDENTS WHO GAINED OVER 1 "	5.5	9.3	6.7	5.6	12.2	19.4	19.3	14.0	8.7
% STUDENTS WHO DECLINED OVER 1 "	4.2	10.5	4.6	4.7	8.3	3.4	1.8	4.8	1.3
% STUDENTS WITH NO STANINE CHANGE	45.8	32.1	45.0	45.3	31.9	31.9	28.5	35.4	45.5

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE VI

Wilson Middle School

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 6 N = 249									
% STUDENTS WHO GAINED 1 STANINE	12.7	22.2	13.9	13.5	16.5	16.5	19.8	24.7	18.5
% STUDENTS WHO DECLINED 1 STANINE	36.7	23.5	34.6	29.5	29.2	27.3	30.4	18.0	24.9
% STUDENTS WHO GAINED OVER 1 "	2.5	13.7	4.6	2.1	8.1	2.9	2.5	10.9	5.2
% STUDENTS WHO DECLINED OVER 1 "	8.4	20.5	8.4	11.4	9.3	18.2	17.7	9.6	8.0
% STUDENTS WITH NO STANINE CHANGE	39.7	20.1	38.4	43.5	36.9	35.1	29.5	36.8	43.4
GRADE 7 N = 234									
% STUDENTS WHO GAINED 1 STANINE	22.9	15.3	24.6	17.9	23.4	26.8	31.2	23.5	28.6
% STUDENTS WHO DECLINED 1 STANINE	22.0	21.6	20.5	32.1	26.6	17.7	14.2	19.9	13.7
% STUDENTS WHO GAINED OVER 1 "	7.6	12.2	4.9	3.6	8.7	9.1	17.9	9.0	13.7
% STUDENTS WHO DECLINED OVER 1 "	5.8	15.8	7.6	8.5	11.0	5.9	4.6	10.0	4.3
% STUDENTS WITH NO STANINE CHANGE	41.7	35.1	42.4	37.9	30.3	40.5	32.1	37.6	39.7
GRADE 8 N = 224									
% STUDENTS WHO GAINED 1 STANINE	18.8	22.2	21.1	18.8	15.6	30.3	34.1	21.9	24.2
% STUDENTS WHO DECLINED 1 STANINE	23.0	24.5	23.9	20.6	29.8	16.1	20.3	23.3	14.7
% STUDENTS WHO GAINED OVER 1 "	6.6	6.6	3.3	1.8	4.9	10.9	6.0	7.4	6.1
% STUDENTS WHO DECLINED OVER 1 "	4.7	12.7	5.6	5.5	12.2	5.7	6.0	9.3	6.5
% STUDENTS WITH NO STANINE CHANGE	46.9	34.0	46.0	53.2	37.6	37.0	33.6	38.1	48.5

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE VII

Muir Elementary School

GRADE 6 N = 107	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
% STUDENTS WHO GAINED 1 STANINE	22.4	18.7	17.8	16.0	33.0	25.5	20.0	28.7	27.2
% STUDENTS WHO DECLINED 1 STANINE	34.6	20.6	21.5	24.5	16.5	19.6	25.0	18.8	18.4
% STUDENTS WHO GAINED OVER 1 "	5.6	9.3	1.9	4.7	14.6	6.9	5.0	7.9	1.9
% STUDENTS WHO DECLINED OVER 1 "	4.7	11.2	3.7	7.5	3.9	14.7	19.0	9.9	7.8
% STUDENTS WITH NO STANINE CHANGE	32.7	40.2	55.1	47.2	32.0	33.3	31.0	34.7	44.7

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE VIII

Wedgewood Elementary School

GRADE 6 N = 54	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
% STUDENTS WHO GAINED 1 STANINE	22.0	22.0	26.0	20.4	26.9	22.6	32.7	34.0	37.0
% STUDENTS WHO DECLINED 1 STANINE	28.0	20.0	22.0	16.7	30.8	17.0	17.3	11.3	13.0
% STUDENTS WHO GAINED OVER 1 "	6.0	12.0	0	13.0	5.8	24.5	5.8	15.1	16.7
% STUDENTS WHO DECLINED OVER 1 "	2.0	6.0	0	0	1.9	9.4	3.8	3.8	3.7
% STUDENTS WITH NO STANINE CHANGE	42.0	40.0	52.0	50.0	34.6	26.4	40.4	35.8	29.6

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE IX

Mercer Junior High School

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 7 N =370									
% STUDENTS WHO GAINED 1 STANINE	28.4	26.0	29.8	13.0	20.0	28.1	25.5	23.6	21.9
% STUDENTS WHO DECLINED 1 STANINE	18.2	20.4	16.7	32.9	22.9	20.2	16.5	24.8	14.6
% STUDENTS WHO GAINED OVER 1 "	10.3	12.1	7.6	4.0	10.1	10.7	13.1	9.4	8.6
% STUDENTS WHO DECLINED OVER 1 "	7.6	11.2	5.8	7.8	18.6	8.7	9.0	9.7	11.4
% STUDENTS WITH NO STANINE CHANGE	35.5	30.4	40.1	42.4	28.4	32.3	35.8	32.4	43.5
GRADE 8 N =340									
% STUDENTS WHO GAINED 1 STANINE	29.7	24.0	24.3	14.5	19.1	28.1	26.2	14.8	17.6
% STUDENTS WHO DECLINED 1 STANINE	20.4	21.8	22.7	31.7	20.6	16.7	22.0	20.7	20.6
% STUDENTS WHO GAINED OVER 1 "	6.7	8.0	6.1	1.8	8.4	11.0	6.6	8.3	7.4
% STUDENTS WHO DECLINED OVER 1 "	4.8	9.0	3.2	7.4	15.3	7.3	8.2	11.7	10.0
% STUDENTS WITH NO STANINE CHANGE	38.3	37.2	43.8	44.6	36.6	36.9	37.0	44.5	44.4

PERCENTAGES OF STUDENTS SHOWING GAINS, NO CHANGE OR DECLINES
IN STANINE SCORE FROM 1972 (PRETEST) TO 1973 (POST TEST)
BY SUBJECT OF METROPOLITAN ACHIEVEMENT TEST

TABLE X

Whitman Junior High

	WORD KNOWLEDGE	READING	TOTAL READING	LANGUAGE	SPELLING	MATHEMATICS COMPUTATION	MATHEMATICS CONCEPTS	MATHEMATICS PROBLEM SOLVING	TOTAL MATHEMATICS
GRADE 7 N = 317									
% STUDENTS WHO GAINED 1 STANINE	23.9	30.4	22.3	14.7	21.0	28.5	28.7	20.1	26.5
% STUDENTS WHO DECLINED 1 STANINE	24.2	21.3	18.2	31.0	25.5	17.6	16.4	22.2	14.8
% STUDENTS WHO GAINED OVER 1 "	6.6	6.6	6.5	5.2	6.6	12.2	11.6	10.8	14.5
% STUDENTS WHO DECLINED OVER 1 "	5.2	9.1	6.5	14.1	21.0	4.7	7.2	13.6	10.1
% STUDENTS WITH NO STANINE CHANGE	40.1	32.5	46.6	35.0	25.9	36.9	36.2	33.3	34.1
GRADE 8 N = 271									
% STUDENTS WHO GAINED 1 STANINE	23.5	20.8	21.7	20.9	12.6	28.2	21.5	25.7	26.2
% STUDENTS WHO DECLINED 1 STANINE	22.6	21.6	18.4	23.2	29.7	18.4	19.4	20.7	15.9
% STUDENTS WHO GAINED OVER 1 "	3.3	8.5	3.3	7.1	4.1	8.1	9.9	12.0	12.9
% STUDENTS WHO DECLINED OVER 1 "	5.8	8.5	4.9	9.1	20.3	6.8	5.4	8.7	10.7
% STUDENTS WITH NO STANINE CHANGE	44.9	40.7	51.6	39.8	33.3	38.5	43.8	32.8	34.3

TABLE XI

METROPOLITAN ACHIEVEMENT TEST
RESULTS FOR SEATTLE EXPERIMENTAL SCHOOLS

October, 1972

School	Grade 6		Grade 7		Grade 8	
	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math
A ECKSTEIN						
N =	343	346	386	400	478	453
Mean Raw Score	65.8	71.9	54.8	60.8	63.2	72.9
Mean Standard Score	85	92	91	99	96	105
Mean Percentile	62	58	62	57	58	54
B HAMILTON						
N =	216	223	282	284	279	282
Mean Raw Score	57.6	60.1	48.6	52.1	53.0	58.4
Mean Standard Score	81	88	88	94	90	97
Mean Percentile	48	42	52	41	42	33
C MEANY-MADRONA						
N =	469	466	346	353	303	299
Mean Raw Score	61.2	64.1	53.0	56.4	57.3	62.8
Mean Standard Score	82	89	90	96	92	100
Mean Percentile	53	46	60	49	49	39
D WILSON						
N =	270	275	267	272	265	278
Mean Raw Score	55.2	59.8	47.4	48.8	50.8	56.5
Mean Standard Score	79	88	87	93	89	97
Mean Percentile	44	41	50	36	39	30
TOTAL MIDDLE SCHOOLS						
N =	1,298	1,310	1,281	1,309	1,325	1,312
Mean Raw Score	60.6	64.6	51.4	55.2	57.2	64.0
Mean Standard Score	82	89	89	96	92	100
Mean Percentile	52	46	58	48	48	40

TABLE XII

METROPOLITAN ACHIEVEMENT TEST
RESULTS FOR SEATTLE CONTROL SCHOOLS

October, 1972

School	Grade 6		Grade 7		Grade 8	
	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math
A MUIR						
N =	121	116	---	---	---	---
Mean Raw Score	50.3	60.1	---	---	---	---
Mean Standard Score	76	88	---	---	---	---
Mean Percentile	37	42	---	---	---	---
B WEDGWOOD						
N =	57	56	---	---	---	---
Mean Raw Score	66.3	64.0	---	---	---	---
Mean Standard Score	85	89	---	---	---	---
Mean Percentile	62	46	---	---	---	---
C MERCER						
N =	---	---	402	416	385	399
Mean Raw Score	---	---	42.0	52.2	53.0	64.3
Mean Standard Score	---	---	84	94	90	100
Mean Percentile	---	---	40	41	42	41
D WHITMAN						
N =	---	---	332	353	279	297
Mean Raw Score	---	---	52.1	59.0	59.7	64.8
Mean Standard Score	---	---	89	98	94	101
Mean Percentile	---	---	58	54	53	42
TOTAL CONTROL SCHOOLS						
N =	178	172	734	769	664	696
Mean Raw Score	55.4	61.3	46.6	55.3	55.9	64.5
Mean Standard Score	79	88	87	96	92	101
Mean Percentile	45	42	48	48	47	41

TABLE XIII

METROPOLITAN ACHIEVEMENT TEST
RESULTS FOR SEATTLE EXPERIMENTAL SCHOOLS

May, 1973

School	Grade 6		Grade 7		Grade 8	
	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math
A ECKSTEIN						
N =	335	332	380	374	439	434
Mean Raw Score	69.5	81.4	61.2	68.5	68.5	79.2
Mean Standard Score	87	97	93	103	99	108
Mean Percentile	60	62	63	64	61	61
B HAMILTON						
N =	238	229	288	285	281	276
Mean Raw Score	60.5	68.3	54.3	60.0	58.6	64.6
Mean Standard Score	82	91	89	98	92	101
Mean Percentile	42	42	54	48	44	40
C MEANY-MADRONA						
N =	462	462	353	354	274	284
Mean Raw Score	67.1	75.6	60.1	66.8	65.5	73.6
Mean Standard Score	85	94	93	102	97	106
Mean Percentile	54	52	62	61	56	53
D WILSON						
N =	263	274	260	270	241	259
Mean Raw Score	58.4	66.6	51.2	54.4	56.4	59.6
Mean Standard Score	81	90	87	95	90	98
Mean Percentile	40	38	47	40	41	34
TOTAL MIDDLE SCHOOLS						
N =	1,298	1,297	1,281	1,283	1,235	1,253
Mean Raw Score	64.8	73.9	57.3	63.2	63.2	70.7
Mean Standard Score	84	93	91	100	94	104
Mean Percentile	51	51	59	54	52	50

TABLE XIV

METROPOLITAN ACHIEVEMENT TEST
RESULTS FOR SEATTLE CONTROI SCHOOLS

May, 1973

School	Grade 6		Grade 7		Grade 8	
	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math
A MUIR						
N =	116	114	---	---	---	---
Mean Raw Score	55.3	66.5	---	---	---	---
Mean Standard Score	79	90	---	---	---	---
Mean Percentile	35	32	---	---	---	---
B WEDGWOOD						
N =	53	58	---	---	---	---
Mean Raw Score	70.0	76.9	---	---	---	---
Mean Standard Score	87	95	---	---	---	---
Mean Percentile	62	56	---	---	---	---
C MERCER						
N =	---	---	384	406	359	385
Mean Raw Score	---	---	48.1	54.1	57.3	65.6
Mean Standard Score	---	---	85	95	91	101
Mean Percentile	---	---	42	38	43	42
D WHITMAN						
N =	---	---	321	329	274	286
Mean Raw Score	---	---	57.0	66.4	62.9	69.0
Mean Standard Score	---	---	91	101	94	103
Mean Percentile	---	---	58	60	50	48
TOTAL CONTROL SCHOOLS						
N =	169	172	705	735	633	671
Mean Raw Score	59.9	70.0	52.2	59.7	59.7	67.1
Mean Standard Score	82	91	88	98	93	102
Mean Percentile	41	44	50	48	47	46

APPENDIX H

NUMBER OF TEACHERS USING (OR NOT USING) PACKETS IN LANGUAGE ARTS, SOCIAL STUDIES AND SCIENCE

Source: Evaluation Office, Department of Planning, Research and Evaluation, Seattle Public Schools, June, 1973

FIGURE A NUMBER OF TEACHERS USING (OR NOT USING) PACKETS IN LANGUAGE ARTS, SOCIAL STUDIES, AND SCIENCE

ECKSTEIN

Packet Implementation	Language Arts					Social Studies					Science				
1. Total number of staff in school	6	6	6	6	6	9	9	9	9	9	6	6	6	6	6
2. Number of staff using minimally	4	4	4	4	4	6	6	6	6	6	6	6	6	6	6
3. Number of staff using packets fully	0	0	0	0	0	1	1	2	1	1	0	0	0	0	0
4. Number of staff reluctant to use learning packets	2	2	2	2	2	2	2	1	2	2	0	0	0	0	0
MONTHS	J	F	M	A	M	J	F	M	A	M	J	F	M	A	M

HAMILTON

Packet Implementation	Language Arts					Social Studies					Science				
1. Total number of staff in school	7	7	8		7	7	7	8		7	5	4	4		4
2. Number of staff using minimally	0	2	3		7	6	3	4		6	4	4	0		2
3. Number of staff using packets fully	0	0	0		0	1	3	3		0	0	0	4		2
4. Number of staff reluctant to use learning packets	0	0	5		0	0	0	1		1	1	0	0		0
MONTHS	J	F	M	A	M	J	F	M	A	M	J	F	M	A	M

MEANY-MADRONA A

Packet Implementation	Language Arts					Social Studies					Science				
1. Total number of staff in school	6	6	6	6		6	6	6	6		6	6	6	6	
2. Number of staff using minimally	3	5	4	6		5	4	3	3		6	3	2	3	
3. Number of staff using packets fully	3	1	2	0		1	2	3	3		0	3	4	3	
4. Number of staff reluctant to use learning packets	0	5	0	0		0	0	0	0		0	0	0	0	
MONTHS	J	F	M	A	M	J	F	M	A	M	J	F	M	A	M

FIGURE A NUMBER OF TEACHERS USING (OR NOT USING) PACKETS IN LANGUAGE ARTS, SOCIAL STUDIES, AND SCIENCE

MEANY-MADRONA B

Packet Implementation	Language Arts					Social Studies					Science				
1. Total number of staff in school		24					22					22			
2. Number of staff using minimally		12					5					14			
3. Number of staff using packets fully		12					6					5			
4. Number of staff reluctant to use learning packets		0					0					3			
MONTHS	J	F	M	A	M	J	F	M	A	M	J	F	M	A	M

WILSON

Packet Implementation	Language Arts					Social Studies					Science				
1. Total number of staff in school	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
2. Number of staff using minimally	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3. Number of staff using packets fully	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
4. Number of staff reluctant to use learning packets	2	2	2	0	0	1	1	1	1	1	1	1	1	0	0
MONTHS	J	F	M	A	M	J	F	M	A	M	J	F	M	A	M

Packet Implementation	Language Arts					Social Studies					Science				
1. Total number of staff in school															
2. Number of staff using minimally															
3. Number of staff using packets fully															
4. Number of staff reluctant to use learning packets															

APPENDIX I

INDIVIDUALIZATION IN THE MIDDLE SCHOOLS

Source: Evaluation Office, Department of Planning, Research and Evaluation, Seattle Public Schools, 1973

APPENDIX A

OBJECTIVE 6

INDIVIDUALIZATION IN THE MIDDLE SCHOOLS

Individualization Defined:

Individualization is a learning process which provides for adaptation to the individual learning characteristics, needs and interests of the student in regard to (1) learning rate, (2) methods, (3) media, and is based on a structured curriculum, defined in behavioral objectives.

Characteristics of Individualization Described:

1. LEARNING RATE:

Individual learning rates do differ and an individualized program must account for this fact. Therefore, each student is permitted to work with appropriate learning materials at his own rate.

It must be clearly understood that, "at his own rate" means at his best rate, not at any rate which might be arbitrarily chosen. If a student feels free to work at any rate he chooses then his progress will often slow down drastically.

It is essential therefore that the teacher monitor the rate of individual students in terms of their indicated and/or demonstrated ability. Under no circumstances is a student permitted to do nothing, contending that he is working at "his own rate."

It must also be kept in mind that low rate does not necessarily indicate low ability. A brilliant student, with a highly analytical approach to study, may work very slowly. A student of low ability may skim rapidly through material because of poor motivation, or lack of effective study habits.

Learning rate then can be indicative of many things: attitude toward school, degree of motivation, quality and type of personal study skills, reading rate, and learning ability.

Once insight into individuals' learning rate is gained, many steps can be taken to bring that rate into proper balance with ability.

2. METHODS:

Depending on the needs and interests of the student and the goals of the program, each student will be able, when appropriate and desirable, to become involved in a variety of learning methods and groupings. For example, the student may be learning through lecture, discussion or research in the Learning Resource Center (library), and either individually, with a partner, in a committee or with the total class.

The role of the teacher, in relation to methods, is of critical importance. Individualization does not mean that the role of the teacher, as teacher, is eliminated. Direct teaching of the total class by lecture, questioning, leading discussions, etc., remains of first importance. These methods of instruction, however, now become part of the total pattern of instructional methods, a pattern which includes many valid learning methods.

Since students tend to choose those approaches with which they are most familiar and comfortable, it is essential that the teacher provides guidance, direction and support to ensure that each student works successfully with a wide variety of approaches.

As students develop toward maturity in taking an active role in learning they will be able to assume an ever greater share of the task of selecting what is most appropriate for them at a given time.

3. MEDIA:

The student will be able to choose among a wide array of learning materials which will provide the necessary information to attain learning objectives within the program. Texts and other printed material at as wide a range of reading levels as is available, and the entire range of pertinent audio-visual materials, will be built into the program as alternative means of attaining objectives.

The role of the teacher, in relation to materials, in an individualized program, must be one of (1) familiarizing students with the specific materials available for their use, (2) training students in efficient study-skills as they relate to different materials, (3) matching the range of abilities of individual students with the most appropriate kinds and levels of materials, and (4) monitoring and guiding students as they develop toward maturity needed to make such choices independently.

Such maturity can best be encouraged in a learning situation which provides the dependent student with guidance, support and understanding as he makes a gradual transition to independence, and also provides the already mature and motivated student the opportunity to use and demonstrate his maturity.

It is readily acknowledged that individualized learning entails procedures and a degree of organization which makes great demands on the classroom teacher. Nevertheless, the Middle Schools are committed to this process as offering the most effective approach to attaining the goals of Individualization and Continuous Progress to which the Seattle Public Schools are committed.

APPENDIX J

OBSERVATION SCALE USED TO EVALUATE SELECTED

MIDDLE SCHOOL, JUNIOR HIGH SCHOOL TEACHERS, 1972

Source: Evaluation Office, Department of Planning, Research and Evaluation, Seattle Public Schools, 1972

OBJECTIVE 6

APPENDIX J

School _____ House or Pod _____ Subject or Skill Area _____

Date of Observation _____ Name of Observer _____ Inclusive Time _____ to _____

	Yes	No
1. Do the students move freely for independent and group learning activities?		
2. Are materials arranged so that students can find needed items (e.g., books, worksheets, A-V materials, manipulative materials)?		
3. Are students using a variety of learning materials, (e.g., books, worksheets, A-V materials, manipulative materials, other printed materials, etc.)?		
4. Are reinforcement, review, or drill and practice activities in evidence?		
5. Are students working on a variety of assignments?		

6. What is the number of students working in various kinds of groupings?

Individually _____ In small groups (2-6) _____ Large groups (>7) _____

7. What is the number of student hours that students are employed with some identifiable learning activity? (Student-hours = # students X # hours observed.)

(Employed) _____ (Not employed) _____

8. What percent of teacher time is spent trying to involve students who don't have identifiable learning activities? _____

9. What is the percentage of time the teacher spent talking to the whole class on group activities? _____

10. What is the percentage of time the teacher spent working with individuals (e.g., answering specific individuals' questions, guiding the choice of individuals' learning activities, noting progress and problems for use in occasional counseling)? _____

By talking with several students, please determine:

11. Number able to show you the written objectives they are presently working on.

Able _____ Unable _____

12. Number who understand where to find needed learning materials.

Understand _____ Don't Understand _____

13. Number who know what they will be working on during this day.

Know _____ Don't Know _____

14. Number who are able to get help from the teacher when they want it.

Help _____ No Help _____

15. Number who feel that their environment is conducive to learning.

Conducive _____ Not Conducive _____

Items to be discussed in conference with the teacher:

	Yes	No
16. Are there accountability systems, i.e., checklists, diagnostic records, etc., for each student? (Can teacher identify what level in curriculum each student is working on?)		

17. What additional support does the teacher need to continue moving toward an individualized program?

Materials _____ Personnel resources _____ Observation of other classrooms _____

Other (specify) _____

_____

COMMENTS:

APPENDIX K

MIDDLE SCHOOL STAFF DEVELOPMENT TALLY 1972/73

Source: Evaluation Office, Department of Planning, Research and Evaluation, Seattle Public Schools

Obj. 9 MIDDLE SCHOOL STAFF DEVELOPMENT EVALUATION TALLY FORM

School Meany Date 12/14/72

Course or Area of Study Operational Plan

A: Most positive aspect: give brief examples

B: Most negative aspect: give brief examples

C. Rating scale tally:

	5	4	3	2	1	0	
Stimulating - dull	4	11	6	2			2
Adaptable - inflexible	7	6	7	1			2
Creative - unproductive	6	8	3	6			2
Systematic - disorganized	10	7	6				2
	27	32	22	9			

D. Students will or will not benefit tally:

Yes	12
Perhaps	8
No	2

Obj. 9 MIDDLE SCHOOL STAFF DEVELOPMENT EVALUATION TALLY FORM

School - Wilson Date 11/30/72

Course or Area of Study Packets

A: Most positive aspect: give brief examples

B: Most negative aspect: give brief examples

C. Rating scale tally:

	5	4	3	2	1	0	
Stimulating - dull	2		2				4
Adaptable - inflexible	2	1	1				5
Creative - unproductive	2	2					
Systematic - disorganized							
	6	3	3				

D. Students will or will not benefit tally:

Yes	1
Perhaps	2
No	1
	4

Obj. 9 MIDDLE SCHOOL STAFF DEVELOPMENT EVALUATION TALLY FORM

School Wilson Date 12/14/72

Course or Area of Study Indian

A: Most positive aspect: give brief examples

B: Most negative aspect: give brief examples

C. Rating scale tally:

	5	4	3	2	1	0	
Stimulating - dull	9	10	7	1			2
Adaptable - inflexible	16	9	1	1			2
Creative - unproductive	19	8	3	1			3
Systematic - disorganized							
	44	27	11	3			

D. Students will or will not benefit tally:

Yes	13
Perhaps	12
No	
	25

Obj. 9 MIDDLE SCHOOL STAFF DEVELOPMENT EVALUATION TALLY FORM

School Wilson Date 11/9/72

Course or Area of Study Special Education

A: Most positive aspect: give brief examples

B: Most negative aspect: give brief examples

C. Rating scale tally:

	5	4	3	2	1	0	
Stimulating - dull	23	19	5	1			50
Adaptable - inflexible	27	17	2	1			47
Creative - unproductive	27	13	5		1		46
Systematic - disorganized							
	77	49	12	2	1		

D. Students will or will not benefit tally:

Yes	22
Perhaps	20
No	2

Obj. 9 MIDDLE SCHOOL STAFF DEVELOPMENT EVALUATION TALLY FORM

School Wilson Date 1/18/73

Course or Area of Study Reading

A: Most positive aspect: give brief examples

B: Most negative aspect: give brief examples

C. Rating scale tally:

	5	4	3	2	1	0	
Stimulating - dull	9	10	1	6	1		27
Adaptable - inflexible	9	7	4	5	2		27
Creative - unproductive	8	5	6	6	2		27
Systematic - disorganized	9	5	10	2	1		27
	35	27	21	19	6		

D. Students will or will not benefit tally:

Yes	14
Perhaps	11
No	1
	26

Obj. 9 MIDDLE SCHOOL STAFF DEVELOPMENT EVALUATION TALLY FORM

School Wilson Date 2/15/73

Course or Area of Study Counseling

A: Most positive aspect: give brief examples

B: Most negative aspect: give brief examples

C. Rating scale tally:

	5	4	3	2	1	0	
Stimulating - dull	6	2	1	1			10
Adaptable - inflexible	5	3	1	1			10
Creative - unproductive	2	6	1	1			10
Systematic - disorganized	1	7	1	1			10
	14	18	4	4			

D. Students will or will not benefit tally:

Yes	9
Perhaps	1
No	
	10

Obj. 9 MIDDLE SCHOOL STAFF DEVELOPMENT EVALUATION TALLY FORM

School Wilson Date 1/18/73

Course or Area of Study LRC Reading

A: Most positive aspect: give brief examples

B: Most negative aspect: give brief examples

C. Rating scale tally:

	5	4	3	2	1	0	
Stimulating - dull	10	7	1	6	0	1	25
Adaptable - inflexible	8	6	4	5	1	0	24
Creative - unproductive	7	6	4	6	1	0	24
Systematic - disorganized	9	2	10	2	0	0	23

D. Students will or will not benefit tally:

Yes	14
Perhaps	9
No	1
	24

APPENDIX L1

MIDDLE SCHOOLS ADMINISTRATIVE FINAL EVALUATION

QUESTIONNAIRE 1972/73

Source: Evaluation Office, Department of Planning,
Research and Evaluation, Seattle Public Schools, (September 73)

MIDDLE SCHOOLS PROFESSIONAL STAFF
FINAL EVALUATION QUESTIONNAIRE, 1972-73
ADMINISTRATIVE STAFF

SCHOOL _____

Please check staff position:

[14] Principal, Vice Principal, House Administrator

[8] Team Leader

[8] Student Service Worker (Counselor, Psychologist, Nurse, Social Worker, Human Relations Specialist

[4] Other

DIRECTIONS: Please place a check on the line above the appropriate response on items 1-16 in the following questionnaire. Also respond to items 17-21 as appropriate and feel free to add comments about any of the items on the back of the questionnair Return the questionnaire to Henry Reed, Evaluation Office, A & S Center, via school mail before June 15, 1972.

1. What is your estimate of most Middle School staff members' attitude toward school this year?

5	27	2		1
Enthusiastic	Cooperative	Complacent	Reluctant	Discouraged

2. What is your estimate of most Middle School students' attitude toward school this year?

6	22	3	1	1
Enthusiastic	Cooperative	Complacent	Reluctant	Discouraged

3. What is your opinion of the way the overall program of human relations training was implemented in your building this school year?

2	11	15	8	
Excellent utilization of available resources; little room for improvement	Good Utilization of available resources; some room for improvement	Fair Utilization of available resources; lots of room for improvement	Poor Utilization of available resources; reorganization must be done	Program was waste of time and should be dropped

What has been the value of in-service training to Middle School development this year?

9	14	7	1	
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

What is your opinion of the overall direction of the curricular changes being implemented in the Middle Schools?

25	9			
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

Is the Curriculum Specialist an essential staff position in your school?

18	8	6	1	
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

Please rate the importance of multi-graded instructional settings to the Middle School learning environment.

17	5	2	7	
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

What is your opinion of parent involvement in the school program (e.g. volunteer workers, social gatherings)?

21	12	1		
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

9. What is your opinion of the effectiveness of the Building Advisory Council in creating useful input for building policy-making?

23	6	5		
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

10. Rate the importance of attendance data as an indicator of Middle School program quality.

12	15	7	1	
Essental as an indicator	Useful as an indicator	Not effective as an indicator	Useless and possibly detrimental as an indicator	Definitely detrimental as an indicator

11. What is your opinion of the present administrative organization, including the student grade levels, and the houses or cluster concept, of the Middle Schools? (Please make comments under item #21.)

7	15	11		I
Nearly perfect; little room for improvement	Works well; only minor improvements are needed	Has been adequate; but some important changes are needed	Has barely met our needs; many important changes are needed	Has been inadequate; complete restructuring is needed

12. What is your opinion of the <u>team organization</u> of the Middle Schools? (Please make comments under item #21.)

5	21	7	1	
Nearly perfect; little room for improvement	Works well; only minor improvements are needed	Has been adequate; but some important changes are needed	Has barely met our needs; many important changes are needed	Has been inadequate; complete restructuring is needed

13. Compared to last year, how has your understanding of individualization of instruction changed during the school year.

6	18	7		
large increase in understanding	moderate increase in understanding	no change in understanding	moderate decrease in understanding	large decrease in understanding

14. In what way do you feel an individualized method affects achievement?

9	20	1	3	
essential to improving achievement	useful in improving achievement	no affect on achievement	possibly detrimental to achievement	very detrimental to achievement

The following starred (*) items (15-19) should be answered only for that portion of the school in which you have responsibility (e.g., house administrator answer for own house; principal answer for whole school).

15.* Please rate the predominant staff attitude toward the present efforts in curricular and instructional innovation.

3	20	4	2	
Enthusiastic; eager to participate in innovation	Cooperative; open and willing to participate in innovation	Complacent; will participate in innovation only with motivation from above	Reluctant; evades participation in innovation	Distrustful; unwilling to participate in innovation

16.* Please estimate the percentage of total instructional time currently spent in individualized instruction, within your administrative area.

8	11	7	1	
100-81%	80-61%	60-41%	40-21%	20-0%

17.* Please estimate the percentage of total instructional time currently spent in team teaching, within your administrative area.

7	1	3	4	11
100-81%	80-61%	60-41%	40-21%	20-0%

18.* How effective have the teachers in your administrative unit been in educating the transfer students in their classes?

9	10	5	2	
Nearly all voluntary transfer students actively learning	75% of all voluntary transfer students actively learning	50% of all voluntary transfer students actively learning	25% of all voluntary transfer students actively learning	Very few voluntary transfer students actively learning

19.* Have most teachers had an opportunity to participate in the curriculum development in your administrative area?

___ Yes ___ No

20 Mark in order of priority (1, 2, 3) the three support services in which you anticipate needing the most assistance in the 1972-73 school year, and indicate the type of help needed.

	Briefly describe type of help needed
___ Health Services	
___ Human Relations	
___ Central Office Curriculum Staff	
___ Planning and Evaluation	
___ Learning Resources, including Audio-Visual	
___ Basic Skills Office	
___ Special Education Services	
___ Middle School Administration Services	
___ Textual Materials	
___ Volunteer Services	
___ Business and Plant, including Purchasing and Computer	
___ Community Services	
___ Personnel	
___ Other _____	

21. Please describe the changes that have occurred in your building or administrative unit because of the number of volunteer transfer students in your school this year.

22. Please write your specific, feasible suggestions and ideas on how the Middle School program or your own area of responsibility could be improved.

APPENDIX L2

MIDDLE SCHOOLS INSTRUCTIONAL FINAL EVALUATION

1972-73

Source: Evaluation Office, Department of Planning,
Research and Evaluation, Seattle Public Schools, 1972

MIDDLE SCHOOLS PROFESSIONAL STAFF
FINAL EVALUATION QUESTIONNAIRE, 1972-73
INSTRUCTIONAL STAFF

SCHOOL _____ HOUSE OR CLUSTER _____

Please check staff position;

☐ Basic Skills

177 ☒ Unified Arts

DIRECTIONS: Please place a check on the line above the appropriate response on items 1-19 in the following questionnaire. Also respond to items 20-25 as appropriate, and feel free to add comments about any of the items on the back of the questionnaire. Return the questionnaire to Henry Reed, Evaluation office, A & S Center, via school mail before June 15, 1973.

1. What is your estimate of most Middle School staff members' attitude toward school this year?

16	125	24		5
Enthusiastic	Cooperative	Complacent	Reluctant	Discouraged

2. What is your estimate of most Middle School students' attitude toward school this year?

13	100	44	13	7

3. What is your opinion how well the overall program of human relations training was implemented in your building this school year?

	40	55	21	13
Excellent utilization of available resources; little room for improvement	Good utilization of available resources; some room for improvement	Fair Utilization of available resources; lots of room for improvement	Poor Utilization of available resources; reorganization must be done	Program was waste of time and should be dropped

4. What has been the value of building in-service training to Middle School development this year?

31	65	54	9	1
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Usless, and possibly detrimental to the school program	Definitely detrimental to the school program

5. What is your opinion of the overall direction of the curricular changes being implemented in the Middle Schools?

67	58	16	22	3
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

6. Is the Curriculum Specialist an essential staff position in your school?

44	81	33	12	
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

7. Please rate the importance of multi-graded instructional environment to your class setting.

51	55	26	21	8
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

8. What is your opinion of parent involvement in the school program (e.g., volunteer workers, social gatherings)?

98	48	17	2	1
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental to the school program	Definitely detrimental to the school program

9. What is your opinion of the effectiveness of the Building Advisory Council in creating useful input for building policy-making?

70	46	35	2	2
Essential to the school program	Useful, but not essential to the school program	No effect on the school program	Useless, and possibly detrimental as an indicator	Definitely detrimental as an indicator

10. Rate the importance of attendance data as an indicator of Middle School program quality

29	85	52	5	1
Essential as an indicator	Useful as an indicator	Not effective as an indicator	Useless and possibly detrimental as an indicator	Definitely detrimental as an indicator

11. What is your opinion of the present administrative organization, and the houses or cluster concept, of the Middle Schools? (Please make comments under item #21.)

14	97	53	10	1
Nearly perfect little room for improvement	Works well; only minor improvements are needed	Has been adequate but some important changes are needed	Has barely met our needs many important changes are needed	Has been inadequate; complete restructuring is needed

12. What is your opinion of the team organization of the Middle Schools? (Please make comments under item #22.)

14	86	51	8	1
Nearly perfect; little room for improvement	Works well; only minor improvements are needed	Has been adequate; but some important changes are needed	Has barely met our needs many important changes are needed	Has been inadequate; complete restructuring is needed

13. Please rate the predominant staff attitude toward the present efforts in curricular and instructional innovation.

4	88	59	12	3
Enthusiastic; eager to participate in innovation	Cooperative; open and willing to participate in innovation	Complacent; will participate in innovation only with motivation from above	Reluctant; evades participation in innovation	Distrustful; unwilling to participate in innovation

14. Please estimate the percentage of total instructional time currently spent by you in individualized instruction.

67	48	34	20	7
100-81%	80-61%	60-41%	40-21%	20-0%

15. Please estimate the percentage of total instructional time currently spent by you in team teaching.

13	5	11	15	123
100-81%	80-61%	60-41%	40-21%	20-0%

16. How effective have you be in educating the transfer students in your classes?

81	55	20	11	1
Nearly all transfer students actively learning	75% of all transfer students actively learning	50% of all transfer students actively learning	25% of all transfer students actively learning	Very few transfer students actively learning

17. How effective have you been in educating the regular (non-transfer) students in your classes?

65	88	18	2	
Nearly all regular students actively learning	75% of all regular students actively learning	50% of all regular students actively learning	25% of all regular students actively learning	Very few regular students actively learning

18. How has your understanding of individualization of instruction changed during this school year, compared to last year?

37	79	55	1	
large increase in understanding	moderate increase in understanding	no change in understanding	moderate decrease in in understanding	large decrease in understanding

19. In what way do you feel an individualized method affects achievement?

45	86	16	19	3
Essential to improving achievement	Useful in achieving achievement	No affect on achievement	possibly detrimental to achievement	very detrimental to achievement

20. Have you had an opportunity to participate in the curriculum development in your administrative area?

Yes ☐ 119 No ☐ 54

21. Mark in order of priority (1, 2, 3) the three support services in which you anticipate needing the most assistance in the 1973-74 school year, and indicate the type of help needed.

		Briefly describe type of help needed
___	Health Services	
___	Human Relations	
___	Central Office Curriculum Staff	
___	Planning and Evaluation	
___	Learning Resources, including Audio Visual	
___	Basic Skills Office	
___	Special Education Services	
___	Middle Schools Administration Services	
___	Textual Materials	
___	Volunteer Services	
___	Business and Plant, including Purchasing and Computer	
___	Community Services	
___	Personnel	
___	Other	

22. List any significant multi-ethnic programs in which your students were engaged this year.

23. List any special multi-ethnic materials you have used or developed this year. (✓ if originating in your school.)

_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )

24. Please describe the changes that have occurred in your house or administrative unit because of the number of transfer students in your school this year.

25. Please write your specific, feasible suggestions and ideas on how the Middle School program or your own area of responsibility could be improved.

APPENDIX M

TEACHER/COUNSELOR SURVEY
1973

Source: Mr. Lawrence Baskett, Hamilton Middle School

THE TEACHER/COUNSELOR QUESTIONNAIRE TOTAL TALLY

1. The Teacher/Counselor should be aware of the attendance patterns of the students assigned to them.
   - 62 Very helpful
   - 56 Helpful
   - 15 Not helpful

2. Students with chronic attendance problems should be counseled by the T/C and/or a referral made to appropriate school personnel.
   - 78 Very helpful
   - 45 Helpful
   - 6 Not helpful

3. The T/C should maintain an updated copy of their assignees class schedule.
   - 58 Very helpful
   - 53 Helpful
   - 20 Not helpful

4. Request for new classes or change of classes should be initiated through the T/C.
   - 40 Very helpful
   - 41 Helpful
   - 42 Not helpful

5. The T/C should receive a copy of all P.P.R. reports issued to their assignees.
   - 39 Very helpful
   - 58 Helpful
   - 24 Not helpful

6. A copy of all discipline referrals on assignees should be sent to the T/C.
   - 51 Very helpful
   - 56 Helpful
   - 18 Not helpful

7. The T/C should maintain an updated address, telephone, and emergency contact information on their assignee.
   - 79 Very helpful
   - 41 Helpful
   - 8 Not helpful

8. The Teacher/Counselor should be aware of all home contacts with their assignees.
   - 53 Very helpful
   - 56 Helpful
   - 17 Not helpful

9. The T/C should be the initial contact point for parents.
   - 25 Very helpful
   - 54 Helpful
   - 37 Not helpful

10. The T/C should be involved in the conferencing of parents.
    51 Very helpful
    57 Helpful
    18 Not helpful

11. The T/C should be responsible for the distribution and general explanation of standardized testing results.
    47 Very helpful

12. Detailed individual interpretation of tests should be done by the school counselor.
    72 Very helpful
    39 Helpful
     7 Not helpful